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ABSTRACT

This model is an updated version of the California Agency-Based Vocational Assessment Model Draft developed in 1986. The first section of the manual summarizes the background of career assessment, defines the process, and provides a rationale for it. The second section analyzes critical issues in assessment. The assessment model and its stages follow. The three stages in the model serve as decision points to determine an individual's readiness for placement into an educational program or a job. Assessment methods are suggested for each stage that range from general career interest interviews and inventories in Stage I to employability and aptitude assessment in Stage II, to job-specific and work-sample assessment procedures in Stage III. The manual provides a list of important questions that should be asked for targeted groups of individuals and suggests methods for each stage of assessment as well as planning documents to record information. Appendixes include sample assessment forms such as an appraisal checklist, individual career plans, individualized transition plans, and employability development plans. A summary report of the California Education Summit of December 12-13, 1989, and a 24-item glossary are also included. (KC)

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California Career Assessment Model

MANUAL

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by

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Acknowledgements

The California Career Assessment Model is an updated version of the Agency-Based Vocational Assessment Model Draft developed in 1986. The original work group was chaired by Connie Barber, Administrator of Alternative Education for the Youth, Adult and Alternative Educational Services Division of the California Department of Education, who once again supervised the review and update of this Model. We wish to express our gratitude for her leadership and insight during the review of this Model. We also wish to express our appreciation to members of the original work group, Beverly Campbell, Jerry Miller, J. W. Rollings, Patricia Rickard, Richard Stiles, Jenny Wilson, and Van Woolley, who was the primary writer, for their continued support and input in this revision.

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Intent of Manual

The California Career Assessment Manual is designed to enable educational and job training agency personnel to do the following:

1. Describe the purpose of assessment and program planning outcomes for individuals in a specified program.

2. Select appropriate assessment methods and activities that meet the multicultural needs of the individuals targeted for services.

3. Designate a structure by which assessment activities can be conducted in the agency according to a comprehensive and step-by-step process.

4. Specify plans for when, where and how assessment activities can be realistically implemented within the agency or through a consortium of agencies.

5. Document assessment activities and appropriately interpret the results for use in educational and job training program planning.

6. Communicate with other professionals in a common language to describe the assessment process and procedures used at the local agency as well as on a statewide basis.

7. Combine resources from multi-funding sources and coordinate supportive services provided through health, welfare, and educational agencies.

Background on Career Assessment

EDUCATION REFORM GOALS OF THE 1990'S

The education reform goals for the 1990's, proposed by California State Superintendent of Public Instruction Bill Honig in the *California Education Summit*,[1] suggest strategies for meeting the needs of the state's rapidly growing and diverse student body in preparation for living and working in an increasingly demanding job market. One key strategy addresses the need for increased accountability and improving assessment for the individuals participating in our educational programs.

A key goal for improving assessment in the state of California is to develop a more comprehensive accountability system that provides substantive information about middle school students, high school students and adults in preparation for meeting the job market demands of the 1990's. This accountability system should include assessment that utilizes a variety of strategies to measure an individual's performance. These strategies should include authentic measures such as applied performance tests, behavioral observations and checklists, and work samples in addition to multiple-choice test items.

The assessment should meet the following criteria:

- Assessment measures are performance based.
- Standards used for assessment are anchored to real world competencies.
- Assessment measures are directly related to the curriculum in which individuals are instructed.

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[1] *California Education Summit: Meeting the Challenge - The Schools Respond.* (1990) Final Report. California Department of Education. Sacramento, California.

One of the components suggested that can assist educational programs to meet these criteria for an assessment and accountability system is to provide a personalized career plan for each individual. The career plan can be integral in helping individuals understand career opportunities and the requirements necessary to succeed in careers that interest them. The California Career Assessment Work Group, a statewide committee of educators in coordination with California Department of Education staff from the Specialized Programs Branch, has provided a structure for the development of guidelines for local educational and job training agencies to implement individual career plans as well as a comprehensive assessment and accountability system.

BACKGROUND OF CAREER ASSESSMENT WORK GROUP

The California Career Assessment Work Group was first formed by the Specialized Programs Branch of the California Department of Education in 1985-86 to develop a model for career and vocational assessment strategies for individuals served by educational and job training programs. The work group was formed in response to the following departmental goal put forth by the State Superintendent:

> To provide individuals entering the work force after high school with the basic educational and occupational competencies necessary for meaningful employment and/or further postsecondary education, and to ensure that vocational education reinforces skills and knowledge taught in the core curriculum areas.

The objectives for the work group included reviewing existing assessment strategies used throughout the state and developing a plan for joint implementation (representing the Youth, Adult, and Alternative Educational Services Division; the Career Vocational Education Division; the Special Education Division; the State Special Schools Division; and the High Risk Youth Unit of the California Department of Education) of a comprehensive assessment model for individuals served by educational and job training agencies.

The work group convened again in February 1990 to review the Model and update the manual. The objectives of this group included:

1. Expanding each section of the Manual to include all populations addressed in the Model, e.g. GAIN, JTPA, high risk youth, ROC/P, community college, all middle and secondary school students including continuation students, and adult students.

2. Updating the content of the Manual to reflect the educational goals and strategies of the 1990's as suggested in the *California Education Summit*.

In the expansion of the Model to address all of the populations served by the California Department of Education, the impact of recent legislation related to assessment was considered. Following is a discussion of that legislation.

IMPACT OF FEDERAL AND STATE LEGISLATION

The use of career and vocational assessment information and strategies has increased dramatically since federal and state laws mandated such activities as a basis for appropriate educational program planning for specific populations. These laws apply to youth in middle schools and high schools as well as to adults in job training programs including welfare reform.

California Education Code of 1984 requires a participating school district to ensure that each student receives a systematic review of his or her academic progress and counseling, upon reaching the age of sixteen or prior to the end of the tenth grade, whichever occurs first. These funds may be used to provide academic and career counseling activities for students in the eighth and ninth grades as well as the tenth grade.[2]

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 requires that career and vocational assessment take place for special populations (disadvantaged, handicapped and limited-English proficient) prior to entry into regular vocational education programs.[3] The Individualized Transition Plan, as part of a State Transition Initiative in 1987, is becoming a widely used document for special education students as well as for other students at risk. The plan establishes postsecondary service/living goals and arranges accommodations to access these goals.[4]

The Job Training Partnership Act of 1982 makes a provision that job training services for youth and adults may include assessment, testing, and counseling.[5] The Family Support Act of 1988 created requirements for an employability assessment for recipients of Aid to Families with Dependent

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2 Education Code, Section 48431.6

3 Public Law 101-392.

4 Chapter 4.5, article 2, ec 56460-62.

5 Public Law 97-300.

Children (AFDC). These requirements were incorporated into State Law in AB 312, 1990, which governs the Greater Avenues for Independence (GAIN) program.[6]

Career and vocational assessment has become an important program component for several specified populations being served by the California Department of Education. Figure 1 summarizes the State Program, the legislative mandate, and the assessment components for the specified population.

DEFINITION AND PURPOSE OF CAREER ASSESSMENT

The legislative mandates provide some common themes for assessment and program planning related to an individual's career and employability development. The common themes are:

- Initial assessment.
- Proficiency assessment in basic skills.
- Pre-employment and job search assessment and skill development.
- Integration of academic and occupational training.
- Guidance and counseling services.
- Development of a career or employability plan.
- Job placement services.

Career and employability assessment within educational and job training agencies can then be defined as follows:

> A comprehensive assessment process, consisting of a variety of formal and informal assessment procedures, the purpose of which is to generate information that is useful in educational program planning and career guidance activities. Utilization of the assessment information should lead to enrollment and/or placement of individuals into job training or jobs in which the characteristics and requirements are appropriately matched to the individual's career and vocational preferences, as well as strengths and proficiency levels.

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[6] AB 312, Section N325.4

Figure 1

State and Federal Legislation

Population	Legislation	Assessment Component
Career Vocational Guidance	California Education Code, Sec. 48431.6	Each student before age 16 or prior to the end of the tenth grade, receives a systematic review of his/her academic progress and counseling regarding educational options during the final two years of high school. A meeting with the student and guardian (if feasible) explains the course work and academic progress needed for satisfactory completion of high school, and the affect of such course work and academic progress upon the student's options for postsecondary education and employment
Continuation Education	Education Code California Administration Code, Title 5, Education, Sec. 11001-11003.	Guidance, counseling and placement. Personal guidance, occupational guidance, placement, follow-up, and coordination programs.
GAIN/JOBS	Family Support Act 1988, Sec. 250.41 Initial Assessment. Sec. 482(b) Employability Plan. AB 312, 1990, Sec. 11325.4	Initial Assessment of participant's employability based on: • educational, child care and other supportive services needs; • proficiency, skill deficiencies, and prior work experiences; and • review of family circumstance, which may include the needs of any child of the participant. Employability Plan must be developed in consultation with the GAIN/ JOBS participant based on assessment.
IRCA	California Budget and Control Language, 1990-91. Immigration Reform and Control Act (IRCA). State Legislation Impact Assistance Grant (SLIAG), Sec. 23.50(k)(8) Sec. 23.50(r)(2)(B)	A score of 215 on the CASAS Pre-Enrollment Appraisal test equates to a newly legalized person being able to demonstrate proficiency in English for the purposes of converting from temporary to permanent residency status. Funding may be used for allowable ancillary costs, including assessment, administration, educational counseling, staff training, record keeping, facility rental, childcare, transportation, curriculum development and out-reach.
JTPA	Job Training Partnership Act (JTPA), October 1982 (PL 97-300), Sec. 204.	Services may be made available to youth (aged 16 through 21) and adults (age 22 years or older) with funds provided to include: • job search assistance • job counseling • remedial education and basic skills training • institutional skill training • on-the-job training • education-to-work transition activities • vocational exploration • work experience • job development • follow-up services with participants placed in unsubsidized employment.

Figure 1 cont'd.

State and Federal Legislation

Population	Legislation	Assessment Component
Special Education	State of California Assembly Bill 2386, ch. 4.5, Career and Vocational Education Programs, Transition Services and Project Workability, Article 2, Transition Services Sec. 56460-62.	Written plan that uses assessment information to establish postsecondary services/living goals in six transition areas (Vocational Education, Financial Support, Home and Family, Recreation and Leisure, Community, Health). The plan describes what a student will need to live, work and participate in the community as an adult. The Individualized Transition Plan is developed at least four years before the student exits school.
Vocational Education	Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (PL 101-392), Title I, Part B, Sec. 118 (c).	• Assist students who are members of special populations to enter vocational education programs and provide transitional services to students with handicaps. • Assess the special needs of students with respect to their successful completion of the vocational education programs in the most integrated setting possible. • Provide supplemental services to students who are members of special populations, including the following to individuals with handicaps - curriculum/equipment/classroom modification, supportive personnel and instructional aids and devices. • Provide guidance, counseling and career development activities conducted by professionally trained counselors. • Provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

Consequently, the purposes of career and employability assessment are to:

1. **Identify** basic academic, behavioral and occupational strengths and proficiencies that an individual possesses.
2. **Compare** the current strengths, proficiency levels and competencies of the individual with the requirements of the educational or job training program.
3. **Recommend** appropriate educational and job training options and supportive services for the individual based on the assessment results.

These purposes are realized through an individual planning process between the individual and his/her counselor or other professional staff. The California Career Assessment Model serves as a communication tool to instigate this process. The three stages in the Model serve as decision points to determine the individual's readiness for placement into an educational program or job.

Assessment methods are suggested for each stage that range from general career interest interviews and inventories in Stage I to employability and aptitude assessment in Stage II, and finally job specific and work sample assessment procedures in Stage III. Results of assessment instruments and procedures are recorded and discussed during a formal planning process.

The formal planning process empowers the individual to make appropriate career decisions. This manual provides a list of important questions that should be asked for targeted groups of individuals and suggests methods for each stage of assessment as well as planning documents to record information. Professionals will find other resources in district offices and from state agencies to assist in implementing the model.

The next section of this manual presents critical issues in assessment and identifies factors that determine the effectiveness of the assessment methods and procedures selected for a targeted population. The recommendations made for each critical issue serve as the basis for the three stage planning model.

An overview of the three stage assessment model is then given. Following is a more detailed description of suggested assessment methods and program

planning outcomes for each stage. Finally, sample forms for individual planning are presented in the appendices.

The information that follows in this manual will assist educational and job training agencies to better organize present assessment activities as well as identify gaps in existing services. The critical assessment questions and suggested assessment methods for each stage of assessment will provide agencies with a framework for developing a career assessment process appropriate for local needs.

Critical Issues in Assessment

BACKGROUND

Educational and job training agencies throughout the state of California have used a variety of career and vocational assessment procedures to evaluate an individual's status in terms of career interests, academic strengths, employability skills, basic vocational aptitudes and occupational skill development. Results from these assessment procedures have been used to facilitate enrollment and placement decisions for a variety of programs including middle school and comprehensive and continuation high school academic courses, vocational education, Regional Occupational Centers/Programs (ROC/P's), Adult Education, Community Colleges, Greater Avenues for Independence (GAIN), Job Training Partnership Act (JTPA) programs, and Community Based Organizations (CBO's).

However, vocational enrollment and placement based on assessment information may not necessarily yield individuals who are well suited for the respective program. Many "assessed" individuals may still appear to have inadequate reading, math and communication skills; a poor attitude, low motivation, lack of work maturity skills, and/or no idea of why they are enrolled in a designated course of study. Before enrollment and placement decisions are made, the individual's strengths and needs must be identified so that appropriate services are provided as soon as possible to prevent further problems in these areas.

Assessment results should be used to provide comprehensive supplementary services that are meaningful to the individuals and assist them to participate in the core educational or job training program. The use of assessment results should not promote homogeneous grouping or tracking by performance level. The supplementary services should be a means to enrich the individual's opportunities to participate in the core program.

CRITICAL ISSUES

In the development of any assessment model, it is important to identify factors that can determine whether assessment will be effective in facilitating appropriate educational and job training program planning for individuals. There are some critical issues that must be addressed in order for assessment procedures to yield practical and useful information. These critical issues are listed below along with trouble shooting questions that can be asked by any educational or job training agency to evaluate the quality of its program, the pitfalls or assessment practices that have not worked well, and recommendations that can enable assessment procedures to be more usable and practical for career and educational planning.

Issue I: Comprehensive Assessment Process

Trouble-shooting Questions

- Are the assessment procedures sufficiently comprehensive, using both formal and informal techniques, to realistically assess the strengths and proficiency levels of the individual as well as potential for success in specific training programs?
- Do the assessment procedures include the observation of the individual's demonstrated performance in real or simulated work?

Pitfall: Reliance on Vocational Multi-Aptitude Test Batteries

- Commercial multi-aptitude test batteries should not be used as the sole basis for predictions of an individual's potential for specific training programs or job placements.
- The predictive power and scope of multi-aptitude test batteries that are typically administered as a "one-time event" is insufficient to accurately make specific determinations for program or job placement and limits the use of the generated information.
- Information including computer printouts, derived from these procedures often leave out data that is important for prudent career and vocational planning decisions. Information notably lacking includes specific strengths and needs for supportive

services as well as performance of actual job tasks in real or simulated settings.

Recommendations

- A variety of assessment methods must be used that extend over a period of several weeks, months, or years so that a complete picture of an individual's strengths and proficiency levels can be formulated.
- The individual recommendations for occupational groups and job lists, from career inventories and multi-aptitude vocational test batteries, should be considered to be rough predictors of the individual's vocational potential. This information should be used as broad guidelines to direct the individual's job shadowing, exploratory vocational classes, and work experiences.
- A comprehensive assessment process is delivered over a period of time with a structured sequence and reporting process that has decision points to determine readiness for program or job placement. The process includes informal procedures, such as interviews, review of educational records, and observation of work performance. The process also includes formal procedures such as vocational interest inventories, multi-aptitude test batteries, and commercial work samples.

Issue II: Appropriateness of Assessment Methods

Trouble-shooting Questions

- Are the assessment methods appropriate in meeting the unique characteristics and needs for supportive services for the targeted population?
- Have the assessment methods been shown to have reliability (ability to measure accurately) and content validity (ability to measure what they are supposed to measure)?
- Do the assessment methods have predictive validity in that they are able to predict an individual's performance in a specified work setting?

Pitfall: Reliance on One Method and Scores for All Individuals

- The two most commonly used vocational assessment methods, multi-aptitude test batteries and commercial work samples, were

developed and normed primarily for industrially injured and physically handicapped adults. These methods may generate inaccurate results for individuals who have learning problems, limited-English proficiency and/or lack of familiarity with the U.S. job environment, limited work experience, poor motivation or attitudes towards work and academics, personal and social immaturity, and/or who lack access to health and welfare services.

- Scoring procedures for multi-aptitude vocational test batteries and commercial work samples fail to take into account an individual's personal characteristics that may affect his/her work task performance.

Recommendations

- Individuals should have the option to be evaluated for more than one trial on any vocational assessment task. In this way, assessment tasks can be used as career and vocational exploration activities, which permit observations of demonstrated work skills and behaviors as well as an individual's learning style and response to teaching/coaching.
- The scoring results from aptitude test batteries and work samples should be considered as **rough approximations** of vocational potential.
- Career and vocational assessment procedures should be infused into on-going work exploratory activities within an instructional context as much as possible, to allow for on-going feedback of assessment results and the provision of related instruction and counseling.

Issue III: Comparison of Individual's Strengths and Work Proficiency Levels to Vocational Program/Job Requirements

Trouble-shooting Question

- Are personnel responsible for career and vocational assessment aware of the specific program and/or job requirements, so that realistic and practical comparisons can be made to the individual's strengths and proficiency levels?

Pitfall: Lack of Awareness of Educational Program/Job Requirements

- Educational and job agency personnel often do not have a clear idea of the prerequisite skill requirements of the program or jobs in which they are enrolling or placing individuals. Consequently, the individual's strengths and proficiency levels are not appropriately matched to programs or job options.

Recommendation

- Educational and job agency personnel should review, compile and publish all of the major educational and job training options available for the individuals at a program site. This information should identify the specific prerequisite skill requirements and the nature of the curriculum and/or job description. In this way, the individual's profile of strengths and proficiency levels can be easily compared to the program or job requirements profile.

Issue IV: Appropriateness of Assessment Information for Program Planning

Trouble-shooting Questions

- Is the reported assessment information and profile in a format that is easy to read and understand, as well as appropriate to the educational and career options available?
- Is the assessment information effectively communicated to the individual as well as to the appropriate staff and used for guidance activities and program planning?

Pitfall: Assessment Information is Incomplete or Inappropriate

- Assessment reports often generate information that does not sufficiently answer program planning and placement questions posed by agency personnel.
- Important assessment information that is often not reported includes information about the individual's basic life and literacy skills including functional levels in reading, math, and communication, as well as work maturity skills including organizational, teamwork, and problem solving skills; how these skills will impact performance in training or job settings,

and recommendations for program placement and training/job modifications.

- Individuals are often enrolled in programs or placed in jobs because no other "alternative" program or job seems available to them.

Recommendations

- Agency personnel should make sure that specific questions about the individual are clearly stated and that the individual him/herself is an active participant in the communication process, so career and vocational assessment activities, including the reporting format, are directed towards the appropriate information.
- In order for program and job placements to be successful, instructors and job placement personnel need to be provided with assessment information that describes the level of support the individual will need. This includes information regarding the individual's functional levels in basic skills, work maturity skills including workplace literacy skills such as teamwork and problem-solving, and suggested modification in curricula, instruction and job duties.
- Administrators of agencies should designate the use of assessment information for purposes of program planning and/or program modification. Available alternative programs and health and welfare services should be identified for individuals who have needs that cannot be met through regular programs.

The Assessment Model

BASIC PREMISES OF MODEL

The California Career Assessment Work Group has carefully considered the pitfalls in assessment practices as described in the previous section, and has developed a comprehensive assessment model that meets the unique characteristics and needs of the diverse individual populations served through the California Department of Education. The California Career Assessment Model has two basic premises:

1. It is a multi-stage continuous career and employability assessment process that:
   - can be infused into existing educational and job training programs
   - utilizes the content of the core curriculum, career exploration and guidance activities, and occupational training competencies.
2. It addresses the needs of diverse individuals in educational and job training programs including:
   - Middle School Students,
   - Secondary School Students,
   - Out of School Youth, and
   - Adults.

Middle school students are those in grades six through nine. The goal for this age group is to encourage the exploration of career opportunities, rather than to make actual career decisions. There should be a progression of career exploration activities between middle school and secondary school.

Secondary school students are those enrolled in comprehensive high schools, regional occupational programs or centers, as well as continuation high

school programs and alternative high school programs. Out of school youth are those students who have dropped out of high school and are served through Job Training Partnership Act (JTPA) programs or alternative education programs. Youth at-risk are potential drop-outs and include those who are enrolled in secondary alternative school programs as well as those enrolled in JTPA funded programs. Special education students are also considered at-risk individuals.

Adult students include those enrolled in community colleges, JTPA programs, adult basic education, GAIN participants, as well as those enrolled in high school completion (GED) programs. Also included in adult programs are immigrants who are applying for legal status and citizenship.

The California Career Assessment Model is designed to provide personnel serving the above individuals with a basic structure to assess an individual's strengths and needs in making career decisions and to utilize the assessment results effectively for educational program planning and/or job placement activities, as well as for supportive services. General guidelines are provided so that local programs can design appropriate assessment procedures and choose assessment instruments that are useful for the specific individuals served.

The California Career Assessment Model utilizes performance-based and authentic assessment measures. Authentic assessment measures go beyond using multiple-choice measures of performance. Calculation of addition and subtraction for example, are applied in balancing a checkbook statement. Writing skills are measured through activities such as writing a letter of application for a job, not simply choosing the appropriate punctuation for a sentence. The ability to correctly take a patient's temperature is measured through an actual work sample or job simulation with a patient, rather than simply providing a response on a paper and pencil instrument.

Functional basic life skills, workplace literacy and employability skills (including organizational, teamwork and problem solving skills), as well as work exploratory and situational job skills needed for the workplace provide the structure from which to measure an individual's performance. The context for assessment of performance is career decision making which has relevancy for all individuals.

The Model allows for self-assessment by the individual as well as for interaction with professionals. The focus is on the individual's ability to

produce a quality performance versus ability to choose the "right" answers. Multiple sources of evidence are used to assist individuals in making career and job choices.

The assessment process allows for the opportunity to examine patterns of an individual's work and consistency of performance over time. Goals are defined early for functional life and career decision making skills so that mid-course corrections and supportive services can be provided when needed.

OUTCOMES OF MODEL

The California Career Assessment Model is characterized by three decision points for determining whether an individual is ready for enrollment in an educational program or placement into a job training program/job site. These decision points are represented by the following stages:

STAGE I:	Initial Appraisal
STAGE II:	Initial Screening
Part A:	Employability Assessment
Part B:	Basic Vocational Aptitude Testing
STAGE III:	Vocational Exploration and Work Sampling

The overall program planning outcomes for each of these stages are to:

1. **Identify** the basic academic, behavioral and occupational strengths and proficiency levels that an individual possesses.
2. **Compare** the current strengths, proficiency levels and competencies of the individual with the requirements of the educational or job training program.
3. **Recommend** the appropriate educational and job training options and supportive services for the individual, based upon the assessment results.

The program planning outcomes apply to middle school students, secondary school students, out of school youth, as well as adults. At the middle school level, a broad overview of careers should be presented. Information on general academic requirements for careers encourages the students to incorporate into their four year high school plan requirements such as math, English and science, that are needed in educational preparation for these broad career areas.

The tenth grade counseling monies available to both middle school and secondary schools can be used by counseling personnel to provide this type of career guidance. These guidance activities can also assist secondary school students in making realistic decisions about their choice of specific vocational training programs. Vocational education is a catalyst that can generate interest and motivate students to remain in school.

Pre-employment training for out-of-school youth as well as adults in Job Training Partnership Act (JTPA) activities range from job search assistance to education-to-work transition. Preparation for direct job placement is a function of assessment for many adult education programs such as Greater Avenues for Independence (GAIN). Whether the particular goal for assessment is to determine educational program selection or appropriate job placement, the program planning outcomes identify the status of the individual, compare that status with program or job requirements, and then recommend appropriate placement and supportive services.

In order for the above program planning outcomes to be realized, there must be close collaboration among the personnel who work under different funding sources. Assessment must be integrated with other educational and job training services. Funding from multi-sources can be used creatively to provide coordinated and comprehensive assessment services.

Attempts must be made to gain access to the crucial educational and social services that are available either within or outside the local agency. These services must be ones that can remove obstacles and enrich the individual's opportunities to make the best academic and career decisions.

ASSESSMENT PROCESS FLOWCHART

The overall program planning outcomes occur at three decision points in the California Career Assessment Model. The three decision points, as represented by the stages of assessment, are illustrated in the flowchart shown in Figure 2. The flowchart presents a step-by-step summary of assessment methods and program planning outcomes recommended for STAGES I, II and III of the California Career Assessment Model.

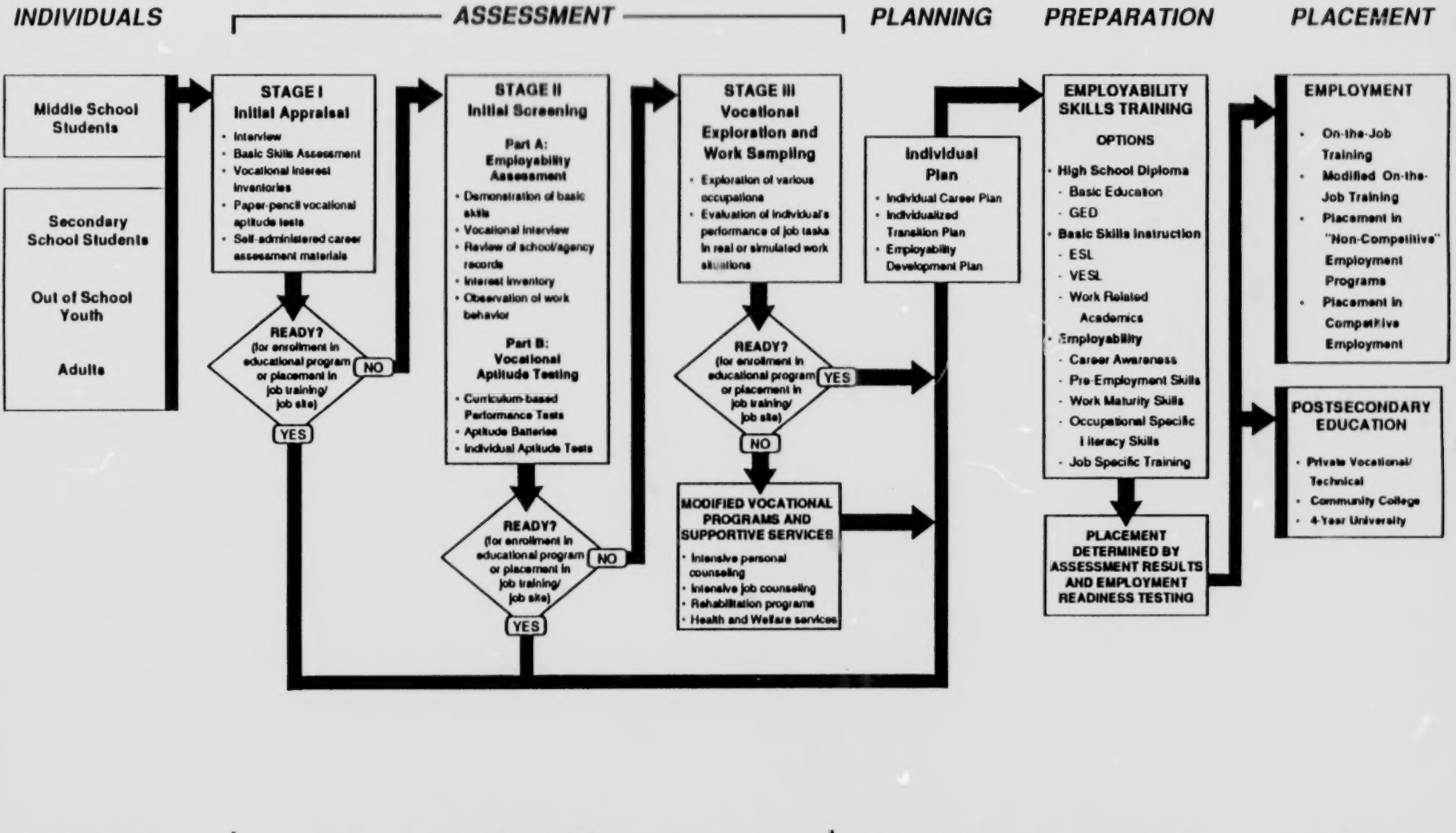
Figure 2 characterizes the "Decision Points" for each STAGE, where the individual "is ready" or "is not ready" for enrollment or placement into educational or job training programs/job sites. For any given STAGE where

assessment indicates that the individual "is ready," then the arrows point towards preparation or placement. If it is determined that the individual "is not ready," then the arrows point to the next STAGE representing a referral for further assessment. Following is a brief description of the assessment methods and program planning outcomes for each STAGE of the Model, as depicted in the flowchart.

Figure 2

California Career Assessment Model

PROCESS FLOWCHART



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STAGE I: Initial Appraisal

STAGE I assessment activities are infused into existing programs using current personnel. For educational programs in middle and high schools, assessment activities may be infused into regular classroom curricula, such as self-directed and scored inventories, a four to eight week career guidance unit within a regular English or Social Studies class and career center activities. For adult programs, job training agencies, and county welfare departments, the initial assessment activities can be infused into introductory classes or regular intake procedures, including program orientation workshops.

A suggested method for STAGE I assessment is a career guidance interview with a certificated counselor or case manager. For educational programs at the secondary level, participation of high school counselors in such activities may be supported by the "tenth grade counseling" monies, as provided by state Education Code 4831.6.[7] Educational excellence in secondary education reform efforts incorporates career counseling and the infusion of career guidance activities across the curriculum. An Individual Career Plan is developed no later than the tenth grade and reviewed at least once a year. State GAIN programs provide County Welfare Departments (CWD) with funding to provide an initial intake interview and an appraisal of basic skills as part of the development of the first basic participant contract for eligible welfare recipients.[8] JTPA provides monies for the intake interviewer to conduct the initial appraisal.[9]

STAGE II: Initial Screening

STAGE II assessment procedures are conducted during the initial intake of individuals by the educational or job training agency within activities that lead towards specific career and vocational preparation. These activities can take place in programs offered through district vocational education, community-based organizations, regional occupational centers/programs, community colleges and adult education centers. The assessment procedures

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7 Senate Bill 813, Chapter 498, page 99.

8 GAIN (1986) Sec. 43-761.161.

9 JTPA Public Law 97-300 Sec. 204.

for this stage are structured into two types of activities: Employability Assessment and Basic Vocational Aptitude Testing.

In STAGE II, individuals should receive a minimum of four hours of individual assessment, administered during different time periods. One full time staff person is usually required to conduct and/or coordinate the assessment activities. Tests and information gathering procedures can be administered by a technician and/or a certified person. Small job training agencies and county welfare departments may contract with a school district or community based organization to provide this service.

STAGE III: Vocational Exploration and Work Sampling

STAGE III assessment procedures are conducted in real or simulated work settings by agencies that offer vocational and job training services. Each individual should receive from thirty to sixty hours (approximately one to two weeks) of assessment. STAGE III assessment services are targeted for individuals who have been shown through STAGE I and STAGE II assessment to need a longer period of assessment in order for realistic and appropriate career and vocational plans to be formulated. STAGE III assessment procedures are crucial for individuals who have unrealistic career goals, little exposure to or experience in work, lack of motivation in establishing career plans, and/or needs for acquiring the necessary basic life and literacy skills (reading, math, communication) and aptitudes required for success in educational and job training programs.

Some of these individuals may still not be ready for placement in educational and job training programs and will need to have modified vocational programs and supportive services in order to become ready. These services include intensive personal counseling, intensive job counseling, rehabilitation programs, and health and welfare services.

FORMAT AND CONTENT OF MANUAL

Even though the California Career Assessment Model is characterized by three major decision points or stages of assessment activities, career and vocational assessment should be viewed by agency personnel as an on-going and continuous process. The specific type of assessment procedures and time frame will vary depending upon the unique needs of the individuals being

assessed and the personnel and resources of the educational or job training agency.

At a minimum, each individual should be assessed in the following areas before exiting from an educational or job training program in order to be considered prepared for a job or career:

- Functional basic skills in reading, math, and communication.
- Career interests and aptitudes.
- Pre-employment and work maturity skills, including organizational skills, teamwork, and problem solving skills.
- Specific vocational aptitudes.
- Occupational specific reading and math skills.
- Occupational specific job skills.

An appraisal checklist can be used to ensure that each individual is assessed in these minimum areas. This checklist is appropriate for individuals who need only Stage I assessment as well as for those who need all three stages of assessment. The key is to have sufficient information on the status of the individual related to the requirements of the stated interest for a vocational program or job. Only then can appropriate recommendations be made for placement and supportive services. A sample Appraisal Checklist is shown in Figure 3.

The appraisal checklist provides the counselor or intake person with basic demographic information, career interest(s), academic performance levels and career goal for use in career planning or job placement. This information along with results of specific assessment instruments and procedures is used to match the individual's status in relation to program or job requirements. Finally, the placement decision is recorded with referrals for supportive services. Most importantly, the checklist provides a follow-through check to ensure that the supportive services were indeed provided.

This manual provides a general structure of stages and decision points for educational and job training agencies to use in establishing their own assessment procedures and process that encompasses the above assessment areas. The following sections explain the three stages of the Model. The following information is provided for each stage to assist agency personnel in the implementation of the assessment activities:

1. Purpose of the stage for assessment.
2. Setting in which the assessment takes place.
3. Who is responsible for conducting/coordinating the assessment activities.
4. The specific objectives for the stage of assessment.
5. Critical assessment questions that guide the selection of assessment methods and procedures to be implemented for a targeted population.
6. Examples of assessment methods appropriate for the stage of assessment.
7. Program planning outcomes and decision points that need to be acted upon before moving on to the next stage of assessment.

The program planning outcomes and decision points for each stage need to be documented for the individual. In addition to the Appraisal Checklist in Figure 3, sample reporting formats are provided in the Appendices of the Manual, representing the diverse populations served by the California Career Assessment Model. The intent is to have a single primary reporting format that would follow the individual throughout his/her program, with allowance for program planning information to be added as the individual progresses through the stages of assessment.

The Appraisal Checklist is intended to document that the assessment activities for that stage have indeed taken place. This information can then be transferred to an **Individual Career Plan** (ICP) for middle and secondary school students, an **Individualized Transition Plan** (ITP) for students with exceptional needs and/or at-risk of not completing an educational program, or an **Employability Development Plan** (EDP) for JTPA in-school and out-of-school youth as well as adult students, and for GAIN participants.

The goal of assisting individuals to make career and vocational choices and alerting them to the requirements for these choices, remains the same throughout all of these plans. The special needs of a target population and funding patterns make each specific plan more appropriate for the targeted population. Samples of an Appraisal Checklist, ICP, ITP and EDP are provided in the Appendices of the Manual. Also provided in the Appendices are other sample assessment and program planning documents that are used for special populations such as for GAIN participants.

Figure 3

APPRAISAL CHECKLIST

Based on Assessment for:
STAGE I ___ STAGE IIA ___ STAGE IIB ___ STAGE III ___

Name: _____ Program: _____

Date: _____ Date Reviewed: _____

Counselor: _____ Counselor: _____

Previous Relevant Employment/Educational History: _____

_____

_____

Demonstrated Work/Job Skills: _____

_____

Career/Employment Goal:

Was a career or employment goal stated by the individual during the Initial Appraisal Interview? Yes ❑ No ❑

Goal: _____

_____

Career Interests:

Have the individual's career interests been determined using the results of vocational interest inventories? Yes ❑ No ❑

List interests:
1. _____
2. _____
3. _____

Academic Performance Levels:

Academic Area	Source of Information	Results	Date Recorded	Comments
Reading				
Math				
Communication				

Requirements for Stated Career/Vocational Training Program/Job Skill demands explicit in paper-pencil vocational aptitude tests and aptitude batteries, achievement tests, behavioral checklists, self-administered career/vocational assessment materials, competency/performance tests, work samples and job simulations/experience.				Status of Individual Assessment of the individual's skill levels compared to the requirements of the career/vocational training program/job determined through interviews, observations of behavior/work skill demonstrations, and skill profiles.
	Source of Assessment	Results	Date	Meets Skill Requirements
Basic Literacy/ Life Skills				Yes ❑ No ❑ Need More Information ❑
Aptitudes				Yes ❑ No ❑ Need More Information ❑
Attitude/ Personal Traits				Yes ❑ No ❑ Need More Information ❑
Work Behaviors				Yes ❑ No ❑ Need More Information ❑
Educational Preparation				Yes ❑ No ❑ Need More Information ❑

Placement Decision:

- ❑ Vocational Program Title: _____
- ❑ ROC/P Program: _____
- ❑ Adult Education Program: _____
- ❑ Rehabilitation/Supported Employment: _____
- ❑ JTPA Program Title: _____
- ❑ Post Secondary Institution: _____
- ❑ Direct Job Placement: Job Title: _____
- ❑ Other: _____

Comments: _____

_____

_____

_____

Support Services Recommended: (e.g. specific skill enhancement, career guidance/counseling, curriculum/job modification, alternative vocational program, job placement assistance, etc.)

Service	Person/Agency Responsible	Projected Dates	Date Completed

California Career Assessment Model

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STAGES

STAGE I

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STAGE I
INITIAL APPRAISAL

Purpose: To determine the career interests, basic aptitudes and literacy skills of the individual.

Setting: Assessment activities can be infused into regular classroom instruction, intake procedures, and program orientation workshops.

Personnel: Assessment activities can be conducted by any school or agency personnel e.g., teachers, counselors, case managers and/or intake personnel.

Objectives	Questions	Outcomes
		Individual plan based on:
• Identify career interests and vocational/employment goals.	• What are the individual's career interests and vocational goals?	• Individual's career interests.
• Assess basic vocational aptitude levels, including basic reading, math, and communication skills.	• What are the individual's basic vocational aptitude levels?	• Reading, math and communication skill levels needed for identified career interests.
• Determine the extent of work experience and career awareness.	• What are the individual's basic/ workplace literacy skills?	• Previous career guidance activities, career exploration, and work experience.
• Match job requirements and characteristics with individual strengths, proficiency levels, and needs for supportive services.	• What is the individual's interest and/or motivation towards enrolling in vocational training or placement?	• Attitudes, skills, self-esteem, and barriers related to requirements for educational program, vocational training or job placement.

Methods: Initial appraisal and counseling interview; individual appraisal of basic skills; individual or group-administered career inventories; individual or group administered paper-pencil vocational aptitude tests; self-administered career assessment materials; computerized testing.

Decision Points: Individual referred for enrollment in educational program/vocational training/job placement or referred to STAGE II for further assessment.

STAGE I
Initial Appraisal

PURPOSE

The purpose of the initial appraisal is to determine the career interests, basic aptitudes and literacy skills of the individual. Specifically, the objectives for STAGE I are to:

1) Identify career interests and vocational/employment goals.
2) Assess basic vocational aptitude levels.
3) Determine the extent of work experience and career awareness, i.e., familiarity with the characteristics and requirements of jobs and/or training programs.
4) Match job requirements and characteristics with individual strengths, proficiency levels, and needs for supportive services.

PERSONNEL

Initial appraisal activities should be conducted by existing school or agency personnel, e.g., teachers, career/vocational coordinators and technicians, counselors, psychologists, and/or intake personnel.

SETTING

Assessment activities for the initial appraisal can be infused into regular classroom instruction and intake procedures or through program orientation workshops. In middle schools and secondary educational programs, career assessment activities can be infused into classroom programs offered for *all individuals* (e.g., in a 4-8

week career guidance unit in a social studies or English class). In adult job training programs, initial appraisal activities can take place during an intake interview and/or screening process.

CRITICAL ASSESSMENT QUESTIONS

The critical assessment questions for program planning that need to be asked by agency personnel in order to determine the appropriate assessment methods to be used for the targeted individuals in a program are:

What are the individual's career interests and vocational goals?

- Information needed about the individual includes awareness of the characteristics and requirements of a variety of occupations, extent of work experience and/or exposure to work, and impact of self-esteem towards being able to formulate career goals

What are the individual's basic vocational aptitude levels?

- Information needed about the individual includes strengths and potential for success in educational and job training programs, and need for related supportive services and enrichment activities, prior to or concurrently with a potential program placement.

What are the individual's basic/workplace literacy skills?

- Information needed about the individual includes proficiency levels in the areas of basic math, reading, communication, organizational skills, teamwork, and problem solving.

What is the individual's interest and/or motivation towards enrolling in vocational training or placement?

- Information needed about the individual includes prior selection of a vocational training program, whether vocational selections are based on a realistic match between the requirements of the program and his/her strengths and needs for supportive services, knowledge of the nature of the curriculum or job tasks, awareness of academic and attendance requirements and the likelihood of obtaining related employment.

ASSESSMENT METHODS

The assessment methods appropriate for an initial appraisal and a suggested time frame include the following:

1) *Initial Appraisal and Counseling Interview.* Time required: 15 to 30 minutes.
2) *Basic Skills for Employability.* CASAS Employability Competency System (ECS) Appraisal for Reading and Math. Time required: 40 minutes for each test.
3) *Individual or group-administered career interest inventories.* Time required: 15 to 30 minutes.
4) *Individual or group-administered, paper-pencil vocational aptitude tests.* Time required: 1 to 3 hours which may occur over several different occasions.
5) *Self-administered and computerized career assessment materials.* These materials may be in text or workbook format or may be interactive computer programs. Time required: 1 to 4 hours of sequential self-programmed activities.

PROGRAM PLANNING OUTCOMES: DECISION POINTS

The major outcome of STAGE I is to establish an Individual Career Plan, an Individualized Transition Plan, or Employability Development Plan for the individual that is based on the following:

1) Individual's career interests.
2) Proficiency levels in reading, math, communication, organizational skills, teamwork, and problem solving needed for identified career interests.
3) Previous career guidance activities, career exploration, and work experience.
4) Attitudes, skills, self-esteem, and barriers related to the requirements for the educational program, vocational training or job placement.

As this information is obtained, it can be recorded on the individual's *Appraisal Checklist* (see Figure 3 and appendices) and can be used for program planning.

Suggested documents that can be used for program planning are an *Individual Career Plan (ICP)*, an *Individualized Transition Plan (ITP)*, or an *Employability Development Plan (EDP)*. After an ICP, ITP or EDP is developed, then a decision is made for placement of the individual. The following two options are considered to make a placement decision at the completion of STAGE I assessment:

- **The individual is referred for enrollment in an educational program and/or placement in a vocational training program or job, if:**

  The individual is motivated towards particular career goals, has selected a "realistic" related vocational program, and meets or exceeds minimum aptitude requirements (i.e., determinations based on testing results). "Realistic" program selections are ones where the individual has a clear idea of how the program characteristics and requirements match his/her needs and expectations. In other words, the individual should be able to state valid reasons for entering a program or job as determined in a counseling interview.

- **The individual is referred to Stage II for "individually administered" vocational assessment methods, if:**

  The individual is unmotivated towards particular career goals, has unrealistic expectations of vocational programs (e.g., feels that there are few academic or attendance requirements as indicated by counseling interview), and/or does not meet minimum aptitude requirements as determined by aptitude testing.

STAGE IIA

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STAGE II, Part A
EMPLOYABILITY ASSESSMENT

Purpose: To determine an individual's employability skills and awareness of career options.

Setting: Assessment activities can be conducted during the initial intake process or enrollment procedures of agencies.

Personnel: Assessment activities can be conducted by a fulltime technician or certified person.

Objectives	Questions	Outcomes
		Individual plan based on:
• Review employability and self-sufficiency skills.	• Which employability skills does the individual possess?	• Individual's strengths and needs for enrichment in employability skills.
• Match employability skills to employment and career options.	• Does the individual have employability skills which will lead to employment and career options?	• Match of career and employment options with the level of employability skills.
• Clarify extent of work experience, career awareness and vocational interests.	• What are the individual's vocational interests and work experience?	• Determination of individual's work experience, career awareness, and vocational interest.

Methods: Basic life skills competency tests, vocational interest and counseling interview, behavioral checklist, vocational interest inventory and structured observation of real or simulated work.

Decision Point: Individual is referred to an educational preparation or employment training program or for job placement, if Stage IIB basic vocational aptitudes are satisfactory or to Stage III for more in-depth assessment.

STAGE II
Initial Agency Screening
Part A: Employability Assessment

PURPOSE

The purpose of employability assessment is to determine an individual's level of employability skills and awareness of career options. Specifically, the objectives of STAGE IIA are to:

1) Review the employability skills including basic skills, personal traits, work attitude, behaviors and self-sufficiency skills that an individual possesses.
2) Match the individual's employability skills to employment and career options.
3) Clarify the extent of work experience, career awareness, and vocational interests for employability and career options.

SETTING

Activities for employability assessment can be conducted during the initial intake process or enrollment procedures of an agency. Employability assessment procedures can be given to all entering individuals by designated personnel during a half-day period (i.e., approximately four hours). These procedures should be presented in the same time period as "Basic Vocational Aptitude" testing. Employability assessments should be administered individually.

PERSONNEL

Assessment activities should be conducted by a full time person (i.e., one "Full Time Equivalent" [FTE] certified personnel slot). These activities can also be conducted by a technician under the direction of a certified person.

CRITICAL ASSESSMENT QUESTIONS

The critical assessment questions for program planning that need to be asked by agency personnel in order to determine the appropriate assessment methods to be used for the targeted individuals in a program are:

To what degree does the individual possess employability skills?

- Information needed about the individual includes basic skill levels in reading, math, and communication, personal characteristics, behavioral competencies such as self-sufficiency skills that are necessary to successfully perform in a work setting, level of self-confidence, self-awareness and interpersonal skills; and teamwork, problem solving and organizational skills.

Does the individual have employability skills which will lead to employment and career options?

- Information needed about the individual includes modifications needed, if any, for attainment of employability skills; level of self-confidence, interpersonal skills, vocational interests, basic life skills and work habits that give him/her a reasonable chance of success at assuming the role of "worker."

What are the individual's vocational interests and work experience?

- Information needed about the individual includes specific jobs the individual knows about, extent of the individual's work experience and/or exposure to work, awareness of the characteristics and requirements of a variety of occupations, and level of motivation towards exploring vocational training and/or placement.

ASSESSMENT METHODS

The assessment methods appropriate for employability assessment and a suggested time frame include the following:

1) *Basic Life Skills Competency Testing*. CASAS Pre-Employment and Work Maturity Checklists and CASAS Reading and Math for Employability (pre and post tests). Time required: 1 to 3 hours.
2) *Vocational interest and counseling interview*. One-on-one interview with the individual including a review of school or agency records.
3) *Behavioral check lists*. The list is completed based on observation of behavior during a work assignment and documented evidence from individual records. Behavior observed includes the workplace literacy skills of teamwork, problem-solving, and organizational skills. This list acts as a record and summary of an individual's employability competencies and/or barriers. Time required: 15 to 30 minutes.
4) *Vocational interest inventory*. Specific tools used will depend upon individual needs. Some options are:

   Career Assessment Inventory (CAI), Career Occupational Preference Survey (COPS), Job Matching II, Pictorial Inventory of Careers (PIC's), Self-Directed Search (SDS), and Strong-Campbell.
5) *Structured observation*. Individual's work attitude and behavior is observed in a brief work assignment in a simulated or real work setting. Time required: 15 to 30 minutes.

PROGRAM PLANNING OUTCOMES: DECISION POINTS

The major outcome of STAGE IIA is to develop the Individual Career Plan, Individualized Transition Plan, or Employability Development Plan for the individual based on the following:

- Individual's strengths and needs for enrichment activities in employability skills.
- Match of career and employment options to level of employability skills.
- Determination of individual's work experience, career awareness, and vocational interests.

As this information is obtained, it can be recorded on the individual's *Appraisal Checklist* and then used for program planning. Suggested documents that can be used for program planning are an *Individual Career Plan (ICP), Individualized Transition Plan (ITP)* or an *Employability Development Plan (EDP)*. After an ICP, ITP or EDP is developed, a decision is made for placement of the individual. The following two options are considered to make a placement decision at the completion of STAGE IIA assessment:

- **The individual is considered as a candidate for employability training programs or job placement, if:**

  The individual appears to have well-developed employability skills and work experience in selected programs;

  The individual has sufficient employability competencies to meet the minimum expectations and/or requirements of the program; and

  The individual's basic employability aptitudes are adequate as demonstrated through STAGE II Part B assessment.

- **The individual is referred to Stage III for more in-depth assessment, if:**

  The individual appears to have employability barriers that will lead him/her to fail in an employability training program or to be fired in a job placement. Such assessment will determine specific requirements for enrichment activities and training, curriculum/job modification, and/or supportive services needed to address employability barriers.

STAGE IIB

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STAGE II, Part B
BASIC VOCATIONAL APTITUDE TESTING

Purpose: To determine the individual's proficiency levels in vocational aptitudes and match these levels to those required of workers in occupational groups.

Setting: Assessment activities can be conducted at the base agency or at an assessment center.

Personnel: Assessment activities can be conducted or coordinated by a fulltime certified person with the assistance of assessment technicians.

Objectives	Questions	Outcomes
		Individual plan based on:
• Match individual's aptitudes to job or training opportunities.	• What are the individual's basic aptitudes in relation to those required for training and job opportunities?	• Individual's strengths and needs in vocational aptitudes.
• Use assessment results to develop basic skills training and curriculum modification strategies.	• Which enrichment and curriculum modification strategies would help improve the basic aptitudes as applied to a work setting?	• Individual's needs for enrichment activities and modification of curriculum.
• Determine individual's suitability for enrollment in vocational programs, given current strengths in basic aptitudes.	• Is the individual suitable for enrollment into a vocational training/work setting, given current aptitudes?	• Comparison of aptitude and proficiency levels of individual to that required of jobs or occupational clusters.

Methods: Informal performance tests and curriculum-based assessment procedures; vocational aptitude batteries; and individual aptitude and ability tests.

Program Action: Individual is referred for specific vocational training program or to Stage III for more in-depth assessment.

STAGE II
Initial Agency Screening
Part B: Basic Vocational Aptitude Testing

PURPOSE

The purpose of this stage of assessment is to determine the individual's proficiency levels for vocational aptitudes. Specifically, the objectives for STAGE IIB assessment are to:

1) Match the individual's aptitudes to job or training opportunities,
2) Use assessment results to guide the development of job related basic reading and math skills training and curriculum modification for the individual, and
3) Determine the individual's suitability for enrollment or placement in vocational programs, given proficiency levels in basic aptitudes.

SETTING

Assessment activities for basic aptitude testing can be conducted at the base agency or at an assessment center. Basic vocational aptitude tests can be given to all entering individuals either at an assessment center or at the base agency. These tests may be administered during several occasions on different days. These activities are presented in the same time period as "Employability" assessment. Basic aptitude testing should be administered individually or in small groups.

PERSONNEL

Basic vocational aptitude testing should be conducted or coordinated by a full time certified person (i.e., one "Full Time Equivalent" [FTE] personnel slot). Instructors and technician level personnel can assist in these assessment activities.

CRITICAL ASSESSMENT QUESTIONS

The critical assessment questions for program planning that need to be asked by agency personnel in order to determine the appropriate assessment methods to be used for the targeted individuals in a program are:

What are the individual's basic aptitudes in relation to those required for training and job opportunities?

- Information needed about the individual includes worker trait aptitudes such as reasoning capacity, literacy skills including reading, math, and communication; problem solving and thinking skills, perceptual ability, manual dexterity, organizational skills, physical coordination, and ability to work on a team.

Which enrichment and curriculum modification strategies would help the individual improve his/her basic aptitudes as applied in a work setting?

- Information needed about the individual includes work-related academic skill needs and if such training can be provided prior to or concurrent with potential vocational placements, and curriculum modification strategies that may be required to accommodate the individual's current proficiency levels.

Is the individual suitable for enrollment or placement into a vocational training or work setting, given his/her current strengths in basic aptitudes?

- Information needed about the individual includes how the individual's aptitude and strengths affect specific job task performance in a vocational training or work setting.

ASSESSMENT METHODS

Selection of assessment methods should take into consideration the population being served. If norm group comparisons are used, they should be sensitive and relevant to the literacy and multi-cultural needs of the target population. The assessment methods appropriate for basic vocational aptitude testing and a suggested time frame include the following:

1) *Curriculum-based performance tests and assessment procedures.* These include CASAS paper-pencil competency tests and performance tests in the areas of reading, math, listening, oral communication, writing, pre-employment and work maturity, and critical thinking skills. Time required: 15 minutes to 1 hour.
2) *Vocational aptitude batteries.* These batteries generate scores on the following aptitudes: reasoning ability, verbal aptitude, numerical aptitude, form perception, spatial perception, motor coordination, finger dexterity, and manual dexterity. These batteries include "hands-on" apparatus. Examples are Apticom, GATB/NATB, TAP, SAGE/JOBS, Valpar MESA. Time required: 2 to 4 hours.
3) *Individual aptitude and ability tests.* Examples are individual manipulation tests such as hand-tool dexterity tests and vision tests as well as paper and pencil instruments that assess personality type, learning style, left/right brain hemispheric dominance, adaptability, creative thinking ability, group effectiveness, and self-esteem inventories. Time required: 15 minutes to one hour.

PROGRAM PLANNING OUTCOMES: DECISION POINTS

The major outcome for STAGE IIB is to further develop the Individual Career Plan, Individualized Transition Plan, or Employability Development Plan for the individual that is based on the following:

- The individual's strengths and needs in vocational aptitudes.
- The individual's needs for enrichment activities and modification of curriculum.
- Comparison of aptitude and proficiency levels of the individual to that required of jobs or occupational clusters.

As this information is obtained, it can be recorded on the individual's *Appraisal Checklist* and can be used for program planning. Suggested documents that can be used for program planning are an *Individual Career Plan (ICP), Individualized Transition Plan (ITP)* or an *Employability Development Plan (EDP).* After an ICP, ITP or EDP is developed, a decision is made for placement of the individual. The following two options are considered to make a placement decision at the completion of STAGE IIB assessment:

- **The individual may be referred for a specific vocational/educational training program or job based on Stage II results, if:**

  The individual appears to have well-developed vocational preferences and work experience in the area and appears to have sufficient employability competencies as determined by Part A assessment.

  The individual's aptitude levels appear to meet or exceed the minimum requirements of the related job group as determined by results of Basic Vocational Aptitude Batteries and other assessment procedures in STAGE IIB.

- **The individual is referred to Stage III for a more in-depth comprehensive assessment of his/her employability skills, basic vocational aptitudes, and basic job skills as demonstrated in real or simulated work activities, if:**

  The individual does not have a well developed vocational preference and work experience in any particular vocational area.

  The individual appears to have basic vocational and employability barriers that may lead him/her to fail in a training program or to be fired in a job placement. Such assessment will determine specific requirements for additional enrichment activities, curriculum/job modification and/or supportive services needed to ensure success in a program or job.

STAGE III

STAGE III
VOCATIONAL EXPLORATION AND WORK SAMPLING

Purpose: To determine the individual's demonstrated functional skills through use of work sampling and work exploration.

Setting: Assessment activities can be conducted at an assessment center or at an educational or job training site.

Personnel: Assessment activities can be conducted by credentialed personnel which could include: instructors, work site supervisors, counselors, vocational evaluators, rehabilitation specialists, psychologists, or trained technicians.

Objectives	Questions	Outcomes
		Individual plan based on:
• Provide functional skill information from performance-based assessment.	• How does the individual perform in real or simulated job settings?	• Individual's performance in real or simulated work settings.
• Determine occupations, related training programs or work placements that may be appropriate.	• What occupations seem suitable given the individual's demonstrated job skill competencies?	• Individual's suitability for specific occupational areas.
• Determine the need for curriculum/ job modifications that may be necessary for success in vocational programs.	• What specific curriculum or job modification may be required in the vocational or job setting?	• Needed curriculum or job modification.
• Determine the need for referral to further assessment or exploratory work activities.	• Does the individual need further exploratory work experience and assessment?	• Need for further work experiences and assessment activities.

Methods: Vocational aptitude tests for specific occupational training programs; simulated work samples; competency-based job-site work samples and skill profiles; and behavioral checklists.

Program Action: Individual is referred to vocational training, job placement program or further supportive services to address needs.

STAGE III
Vocational Exploration and Work Sampling

PURPOSE

The purpose of assessment for STAGE III is to determine the individual's functional skills through use of work sampling and work exploration. Specifically, the objectives for STAGE III are to:

1) Provide functional skill information (including work maturity, pre-employment, basic skills and job specific skills) derived from performance-based assessment as demonstrated in an educational or job training environment.
2) Determine occupations and related training programs and/or work placements that may be appropriate for the individual at this time.
3) Determine the need for and to specify curriculum/job modifications that may be required in order for individuals to be successful in vocational and job training programs.
4) Determine the need for referral to further assessment and/or exploratory work and enrichment activities before the individual is enrolled or placed in a program.
5) Determine if an individual is in need of a modified vocational program and intensive supportive services before enrollment or placement in a program or job.

SETTING

Assessment activities can be conducted at an assessment center or at an educational or job training site for the length of time needed to identify the individual's

strengths and needs for supportive services. Currently this delivery system is used in the following:

- Career Center Laboratory,
- Work Evaluation Programs serving Rehabilitation and Work–Ability Program clients,
- GAIN Preparation Programs,
- JTPA Employability Enhancement Competency programs,
- ROC/P's,
- Community Colleges, and
- CBO's – Community Based Organizations.

PERSONNEL

Assessment activities should be conducted by credentialed personnel including: instructors, work site supervisors, counselors, case workers, vocational evaluators, rehabilitation specialists, psychologists. Trained technicians or aides can assist with the assessment activities.

CRITICAL ASSESSMENT QUESTIONS

The critical assessment questions for program planning that need to be asked by agency personnel in order to determine the appropriate assessment methods to be used for the targeted individuals in a program are:

How does the individual perform in real or simulated job settings?

Information needed about the individual includes indications for a reasonable chance of success for placement in selected vocational training classes and/or paid jobs in competitive work settings; and employability traits as demonstrated in real or simulated work settings.

What occupations seem to be suitable for the individual's training and/or placement, given his/her current demonstrated job skill competencies in real or simulated work settings?

Information needed about the individual includes stated vocational preferences and current abilities and needs for enrichment activities and supportive services.

What specific curriculum or job modifications may be required in vocational training and/or job settings where the individual may be placed?

Information needed about the individual includes determination of whether enrollment or placement is realistic and practical, given the required modifications.

Does the individual need further exploratory work experience and assessment?

Information needed about the individual includes assessment of the individual's appearance, attendance and punctuality, attitude and initiative, and/or quality of work.

ASSESSMENT METHODS

The assessment methods appropriate for vocational exploration and work sampling and suggested time frames include the following:

1) *Exploration of various occupations and job cluster competency appraisal.* Examples are the Comprehensive Adult Student Assessment System (CASAS) Competency Tests for health services, food services, clerical, and auto mechanics, as well as Entry Standards Assessments (ESA's) for entry into various vocational programs. Time required: 30 to 60 minutes per training program.
2) *Simulated work samples.* Examples are the MECA (Microcomputer Evaluation of Career Areas), Singer, and Valpar. These samples contain representative work tasks of a specific occupation, e.g., Cosmetology and Electronics Work Samples as well as representative work tasks such as teamwork. Work Samples should be used to provide individuals with realistic exploratory work experiences. Simulated Work Samples should not be used for "normative evaluation" where predictions of future "success/failure" and "placement/non-

placement" are based on comparisons of individual scores to worker norms. A variety of informal and formal (norm referenced) work samples should be used to help predict future job performance. Time required: 1 to 3 hours each.

3) *Competency-based job site work samples and skill profiles.* The individual's skill levels are scored based on completion of particular job tasks, according to specified criteria. Time required: as needed to identify strengths and needs for enrichment activities as demonstrated in a training or job site.

4) *Behavioral check lists.* Examples are the MDC Behavior Identification Form and Vocational Adaptation Rating Scales (VARS). Time required: 15 minutes.

PROGRAM PLANNING OUTCOMES: DECISION POINTS

The major outcome for STAGE III is to further develop the Individual Career Plan, Individualized Transition Plan, or Employability Development Plan which includes the content and sequence of training courses and/or job placements. The plan is based on the following:

- Individual's performance in real or simulated work settings,
- Individual's suitability for specific occupational areas,
- Needed curriculum or job modification,
- Need for further exploratory work experience as well as assessment and enrichment activities, and
- Need for placement in a modified vocational program and intensive supportive services.

As this information is obtained, it can be recorded on the individual's *Appraisal Checklist* and can be used for program planning. Suggested documents that can be used for program planning are an *Individual Career Plan (ICP),* an *Individualized Transition Plan (ITP)* or an *Employability Development Plan (EDP).* After an ICP, ITP or EDP is developed, a decision is made for placement of the individual. The following two options are considered to make a placement decision at the completion of STAGE III assessment:

- **The individual is referred to a selected vocational training program or to a job. Selection of the program is based on the following demonstrated competencies:**

Interest and motivation in the program.

Sufficient functional skills to meet or exceed minimum program requirements.

- **The individual is referred to appropriate modified vocational training and/or job placement programs and further supportive services if:**

  The individual demonstrates needs for supportive services that can be accommodated through curriculum or job modifications, and/or educational enrichment activities as agreed to by instructors and/or work supervisors. The individual plan includes the content and sequence of training courses and/or job placements, as well as modifications of training curricula or job duties, as agreed to by instructors and/or work supervisors. Such modification may include:

  Provision for extra time, supervision, and support to enable the individual to learn new work tasks,

  Modification of work tasks requiring reading, math, and communication skills,

  Reduced expectations of performance speed,

  Selected work assignments based on skill levels required of job tasks, and

  Cooperative learning (e.g., peer or intergenerational tutoring).

  Extra intensive supportive services such as personal counseling, substance abuse rehabilitation programs, further job counseling, health and welfare services.

Extra supportive services required for an individual can be provided by combining resources from a variety of educational services as well as health and welfare services. The career assessment activities can serve as a structure to coordinate these services and to enhance the individual's career potential and success in job placement. Career assessment activities can also serve as a structure to alert program personnel to provide needed external assessment and accommodations for individuals with learning disabilities and other special needs.

Implementation of the Model

The three stages of assessment or decision points for deciding if further information is needed to make appropriate placement decisions, are discussed and documented using a formally written individual plan. Recommendations are made for placement into an educational preparation program or for placement directly in employment or in a postsecondary education setting.

Middle and secondary school students will most likely be referred to employability skills training programs. Options include high school diploma programs, basic skills instruction and specific employability training programs.

Out-of-school youth and adults may be referred to employability skills training or for direct job placement or a postsecondary school program. Employment is a major goal of assessment for some JTPA and GAIN programs. High school seniors would most likely be referred to employment or postsecondary education.

Placement into employment and postsecondary education does not hinge only on the assessment results of this model. Placement decisions are influenced by results from other employment readiness tests and entrance tests required for specific jobs and postsecondary schools.

Employability skills training programs have expanded to include academics integrated with job specific training. Jobs are being analyzed to determine literacy skills required to perform specific job tasks. Many training programs are now including these literacy skills as a major focus. The literacy skills include reading, math and communication as well as the skills of adaptability, creative thinking and problem solving, teamwork and organizational effectiveness.

Placement in employment includes competitive jobs as well as non-competitive jobs. Placement programs have been developed for special populations where job coaches assist the individual at the worksite and a minimum wage is paid to the

individual just as if he/she was a regular employee. Special funding is available from a variety of sources for these non-competitive and innovative rehabilitative employment programs.

For individuals in transition from school-to-work programs, on-the-job training programs are available with special funding to employers to supplement the costs of training. Modified on-the-job training programs are designed for individuals with disabilities. Job tasks are modified so that the focus is on the abilities of the individuals, not the disabilities. Structural modifications are made and/or assistive devices are used for tasks that the individual cannot perform. A job description may be rewritten so that some tasks of the job are performed by employees with complementary abilities.

Placement in employability skills training programs in preparation for employment as well as placement directly into employment or postsecondary education programs is the goal of career and vocational assessment. This manual has presented information to be used in the implementation of a comprehensive career assessment process that guides individuals to appropriate and satisfying career choices and job training programs. In addition to the guidelines presented in this manual, assistance for program personnel can be gained through training offered under the auspices of the California Department of Education, visiting the California Career Assessment Model Demonstration Sites, and using the *Handbook of Career and Vocational Assessment Instruments.*

TRAINING

The Comprehensive Adult Student Assessment System (CASAS) and the Vocational Education Resource System (VERS) offer training related to the practices and procedures described in this model on a regular basis. Following are the contact persons, addresses, and telephone numbers of these two training sources.

CASAS
Patricia Rickard, Director
2725 Congress St., Ste. #1-M
San Diego, CA 92110
(619) 298-4681

VERS
Tony Apolloni, Director
Human Resource Institute
Sonoma State University
Rohnert Park, CA 94928
(707) 664-2416

DEMONSTRATION SITES

The California Career Assessment Model Demonstration Sites are implementing the California Career Assessment Model. Site visits provide the opportunity to:

1) Learn first hand how the decision points of the Model are implemented using specific local resources and personnel.
2) Observe the utilization of specific assessment methods appropriate for the target population and assessment setting.
3) Collect sample Individual Career Plans, Individualized Transition Plans, and/or Employability Development Plans that assist target individuals to achieve their career and job training goals.
4) Discuss the application and outcomes of the various procedures and processes observed to one's own educational and/or job training setting.

The present California Career Assessment Model Demonstration sites that may be scheduled for a visitation include the following:

1) East San Gabriel Valley Regional Occupational Program - West Covina

The San Gabriel Valley ROP is a joint powers agency providing occupational training to youth and adults. Classes are available to individuals 16 or older, and are free for those residing within their service delivery area. The ROP also operates an assessment center through the Special Student Services Division which provides handicapped youth and adults with hands-on vocational and academic assessment, referral for training, transition support, and job placement.

2) Hacienda La Puente Adult Education Work Evaluation Program - City of Industry

The Work Evaluation Program provides a variety of vocational exploration and evaluation services for GAIN participants, private and state rehabilitation clients, disadvantaged youth and adults, high risk youth and special education students, JTPA participants and adult education students. Assessment programs are individualized to student needs, and can range in length from a few hours to ten days. The facility provides computer assisted assessment for job matching and

specializes in a hands-on approach to evaluation and makes extensive use of work samples and situational assessment techniques.

3) Mission Trails Regional Occupational Program - Salinas

The Mission Trails Regional Occupational Program provides vocational exploration through an Exploratorium, assessment/guidance, and transitional activities from the vocational /secondary setting to the workplace for both adolescents and adults. Clients served include special education students, state rehabilitation clients, high risk youth, GAIN participants, and other adults who are academically and/or economically disadvantaged.

4) North Orange County Community College District, Yorba Linda Assessment Center - Yorba Linda

The Yorba Linda Assessment Center provides a variety of specialized services in the areas of Occupational Assessment, Vocational Counseling, and Career Development. Specific groups served include, but are not limited to, GAIN participants, community college students, high risk youth, JTPA youth and adults, Private and State Rehabilitation Clients, General Community and Adult Education, and business and industry.

5) Rancho Santiago College Assessment and Employment Center - Santa Ana

The Assessment and Employment Center has been contracted by the Santa Ana Private Industry Council to provide recruitment, eligibility determinations, assessment, and referral to JTPA programs for Santa Ana residents. The comprehensive assessment Program serves JTPA and enrolled college students, as well as GAIN participants. Assessment is provided for interests, skills, aptitudes, values and personality.

To arrange a visit to one of these sites, contact CASAS at (800) 255-1036 (in state) or (619) 298-4681 (out of state).

Handbook of Sample Instruments

An accompanying guide, Handbook of Career and Vocational Assessment Instruments,[31] lists assessment instruments and work sample systems that can be used to accomplish the outcomes for each stage of the California Career Assessment Model. The guide is organized into the following six sections: 1) Interest Inventories, 2) Computer Assisted Career Assessment, 3) Basic Skills Assessment, 4) Aptitude/Ability Assessments, 5) Pre-Employment/Work Maturity, and 6) Work Samples.

The *Handbook* was developed to assist educational and job training agency personnel in selecting career and vocational assessment instruments that are appropriate for their target population. The instruments are coded for the following populations: Youth, general; Adults, general; ESL/VESL; ABE/GED; Special Education; At-Risk/Out-of-School Youth; and Low Literacy.

All of the assessment instruments are briefly described in the handbook including specific information regarding the following areas: 1) title, 2) description of instrument, 3) publisher, 4) target population, 5) instrument format, 6) administration, 7) scoring options, 8) interpretation of results, and 9) cost. Addresses and phone numbers are included so that direct contact can be made with the publishers for more information. An order form for the *Handbook* is provided on the following page. It is recommended that the *Handbook* be used in conjunction with this Manual. Sample assessment instruments listed under the section entitled "Assessment Methods" for each stage in the Manual are described in the *Handbook*.

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31 Published by the Comprehensive Adult Student Assessment System (CASAS), revised 1991.

Handbook for Career and Vocational Assessment Instruments

1991 Revised Edition

The *Handbook of Career and Vocational Assessment Instruments* has been developed to assist educational and job training agency personnel in selecting career and vocational assessment instruments that are appropriate for their target population.

Instruments are briefly described including specific information regarding target population, cost, and the publisher. Assessment instruments have been reviewed and grouped into six categories:

- Interest Inventories
- Computer Assisted Career Assessments
- Basic Skills Assessment
- Aptitude/Ability Assessments
- Pre-Employment/Work Maturity
- Work Samples

The *Handbook* is recommended as a reference companion to the California Career Assessment Model and is available through CASAS.

Order Form: Handbook for Career and Vocational Assessment Instruments

Please send me _____ copies at $15.00 + California sales tax. Amount enclosed: _____

Method of Payment: Check # _____ or Purchase Order # _____,

payable to Foundation for Educational Achievement/CASAS

Name _____ Phone _____

Agency _____

Address _____

City _____ State _____ Zip _____

Send this order form to: CASAS
2725 Congress St., Ste. 1-M
San Diego, CA 92110
(619) 298-4681

Summary

A key goal for improving assessment in the state of California is to develop a more comprehensive accountability system that provides substantive information about youth and adults in preparation for meeting the job market demands of the 1990's. An Individual Career Plan, an Individualized Transition Plan, or Employability Development Plan can be integral in helping individuals understand career opportunities and the requirements necessary to succeed in careers that interest them. The California Career Assessment Model provides a structure and decision points for local educational and job training agencies to use in the development of individual, transition and employability plans.

The use of individual, transition and employability plans as well as strategies and tests to assess employability readiness as explained in this Manual should lead to enrollment and/or placement of individuals into job training or jobs in which the characteristics and requirements are appropriately matched to the individual's career and vocational preferences, skill levels, and needs. The assessment strategies and individual planning process can be infused into existing educational and job training programs.

The decision points for the California Career Assessment Model are represented by stages of assessment. STAGE I or the Initial Appraisal assessment activities are infused into introductory classes or regular intake procedures. A suggested method is a guidance interview with a certificated counselor or case manager. The major outcome is to determine the individual's career interests, basic aptitudes and literacy skills.

STAGE II or Initial Screening consists of employability assessment and basic vocational aptitude testing. Employability assessment can be conducted during initial intake and enrollment procedures. Key methods for assessment include basic life skills competency testing, behavioral checklists and structured observation of

real or simulated work. The major outcome is to determine the individual's competency levels in employability skills and awareness of career options.

Basic vocational aptitude testing can be conducted at the base agency or at an assessment center. Key methods include curriculum-based performance tests and assessment procedures, vocational aptitude batteries, and individual aptitude and ability instruments. The major outcome is to determine the individual's proficiency levels in vocational aptitudes and match these to those required of workers in occupational groups.

STAGE III or Vocational Exploration and Work Sampling are conducted at an assessment center or at the educational or job training site. Key methods include occupational exploration, simulated work samples, aptitude tests for specific occupational training programs, and competency-based job site work samples and skill profiles. The major outcome is to determine the individual's demonstrated functional skills using specific work or job tasks.

Training in the implementation of the California Career Assessment Model is available through the Comprehensive Adult Student Assessment System (CASAS) in San Diego and the Vocational Education Resource System (VERS) at Sonoma State University. Demonstration sites throughout the state of California are coordinated through CASAS and provide the opportunity to observe the assessment process for target populations. A *Handbook of Career and Vocational Assessment Instruments* produced by CASAS lists assessment instruments and work sample systems that can be used to help accomplish the outcomes for each stage of the Model.

Some educational and job training agencies are mandated through funding sources to have a formal process for individual career, transition, and/or employability plans. Other agencies have autonomy in selecting appropriate planning documents. In the appendices are sample formats that can be used as Individual Career Plans, Individualized Transition Plans, or Employability Development Plans by educational and job training agencies. These samples from local agencies in California have been retyped for purposes of clarity in this publication. Also included in the appendices is a sample Appraisal Checklist that can assist agency personnel in developing individual plans, the Executive Summary of the California Education Summit, and a glossary of terms used throughout this manual.

The assessment results from use of the California Career Assessment Model can serve as one of the performance measures to be used in the state of California to

predict an individual's readiness and potential for employment in an occupational area. The assessment activities can assist individuals in all educational and job training programs to gain access to the crucial educational and social services that are available both inside and outside the local agency. The structure and decision points provided in the model can assist in removing obstacles for the individual and enriching his/her opportunities to make the best academic and career decisions possible.

APPENDICES/SAMPLES

APPRAISAL CHECKLIST

APPRAISAL CHECKLIST

Based on Assessment for:
STAGE I ___ STAGE IIA ___ STAGE IIB ___ STAGE III ___

Name: _____ **Program:** _____

Date: _____ **Date Reviewed:** _____

Counselor: _____ **Counselor:** _____

Previous Relevant Employment/Educational History: _____

_____

_____

Demonstrated Work/Job Skills: _____

_____

Career/Employment Goal:

Was a career or employment goal stated by the individual during the Initial Appraisal Interview? **Yes ❑** **No ❑**

Goal: _____

_____

Career Interests:

Have the individual's career interests been determined using the results of vocational interest inventories? **Yes ❑** **No ❑**

List interests:
1. _____
2. _____
3. _____

Academic Performance Levels:

Academic Area	Source of Information	Results	Date Recorded	Comments
Reading				
Math				
Communication				

Requirements for Stated Career/Vocational Training Program/Job Skill demands explicit in paper-pencil vocational aptitude tests and aptitude batteries, achievement tests, behavioral checklists, self-administered career/vocational assessment materials, competency/performance tests, work samples and job simulations/experience.				Status of Individual Assessment of the individual's skill levels compared to the requirements of the career/vocational training program/job determined through interviews, observations of behavior/work skill demonstrations, and skill profiles.
	Source of Assessment	Results	Date	Meets Skill Requirements
Basic Literacy/ Life Skills				Yes ❑ No ❑ Need More Information ❑
Aptitudes				Yes ❑ No ❑ Need More Information ❑
Attitude/ Personal Traits				Yes ❑ No ❑ Need More Information ❑
Work Behaviors				Yes ❑ No ❑ Need More Information ❑
Educational Preparation				Yes ❑ No ❑ Need More Information ❑

Placement Decision:

❑ Vocational Program Title: _____

❑ ROC/P Program: _____

❑ Adult Education Program: _____

❑ Rehabilitation/Supported Employment: _____

❑ JTPA Program Title: _____

❑ Post Secondary Institution: _____

❑ Direct Job Placement:
Job Title: _____

❑ Other: _____

Comments: _____

_____

_____

_____

Support Services Recommended: (e.g. specific skill enhancement, career guidance/counseling, curriculum/job modification, alternative vocational program, job placement assistance, etc.)

Service	Person/Agency Responsible	Projected Dates	Date Completed

INDIVIDUAL CAREER PLANS

Sample Individual Career Plan

WOODLAND HIGH SCHOOL

Career Guidance/Assessment Worksheet

Student Name: _____

Age: _____ Grade: _____

INTERESTS

Holland Vocational Summary: _____ _____ _____
(From Self Directed Search)

Stated Vocational Interests: _____
_____
_____

Work Experience: _____
_____
_____

Motivated Activities: _____
Hobbies, Social Activities, _____
Extra-curricular Activities, _____
Recreational Activities, etc.

GOALS

Academic Goals: _____
_____

Occupational/Vocational Goals: _____
_____

CAREER OPPORTUNITY PATHS IN EDUCATION

- ❑ Agriculture and Natural Resources
- ❑ Arts and Communication
- ❑ Business and Marketing
- ❑ Health, Home and Recreation
- ❑ Industrial Technology and Engineering
- ❑ Social, Human and Governmental Services

COMMENTS:

Special issues, needs, concerns or strengths. _____
_____
_____

Reviewed with parents? Yes ❑ No ❑

Counselor: _____ Date: _____

Sample Individual Career Plan

WOODLAND HIGH SCHOOL

Recommended Activities and Services

Student Name: _____

Age: _____ Grade: _____ Date: _____

4-H	_____
Academic Decathalon	_____
UCD Partnership	_____
Alliance Redwood Counselor	_____
American Field Service	_____
Art Club	_____
California Scholastic Federation	_____
Candy Stripers	_____
Career Exploration Day	_____
Chamber of Commerce Representative	_____
Church Organizations	_____
Community High School	_____
Community Theater	_____
Convalescent Hospital Volunteer	_____
County Fair Activities	_____
Drama Club	_____
English as a Second Language	_____
EUREKA Career Exploration	_____
French Club	_____
Future Business Leaders of America	_____
Future Farmers of America	_____
Future Homemakers of America	_____
Government Committee Representative	_____
Inside Work Experience	_____
Job Faire	_____
JTPA Programs	_____
Key Club	_____
Literary Club	_____
MESA	_____
Multicultural	_____
National Honor Society	_____
Opportunity	_____
Peer Tutoring and Counseling	_____
Police Cadets	_____
ROP	_____
Sacramento Bee Science Fair	_____
Scouting	_____
Service Club	_____
Spanish Club	_____

Sample Individual Career Plan

WOODLAND HIGH SCHOOL

Recommended Activities and Services

Special Education	_____
Student Athletics	_____
Student Government	_____
Talent Search	_____
Teaching Assistant	_____
Upward Bound	_____
Theater Club	_____
Thespians	_____
VICA	_____
Vocational Education Fair	_____
Woodland Skilled Nursing Home Volunteer	_____
Woody Productions	_____
YMCA Activity Volunteer	_____
Yolo County Science Fair	_____
Yolo County Sportsmans Club	_____

Sample Individual Career Plan

WOODLAND HIGH SCHOOL

General Preparatory/Educational Career Plan

1st Year English		
2nd Year English		
3rd Year English		
World History		
U.S. History		
American Gov't/Econ		
1st Year P.E.		
2nd Year P.E.		
Physical Science		
Life Science		
Fine Arts/Foreign Language		
State Requirements		

Related Studies/Career Preparation

It is suggested that a student have a minimum of 30 units in their related studies career preparation program. This program should be designed with your counselor and may be a combination of courses from different departments.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Plus an additional 75 Elective Credits which should focus on developing your reading, writing, computing, speaking, listening and critical thniking skills.

Name: _____

GRADE 9

First Semester	Second Semester
1. English _____	1. English _____
2. P.E. _____	2. P.E. _____
3. World History _____	3. World History _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

GRADE 10

First Semester	Second Semester
1. English _____	1. English _____
2. P.E. _____	2. P.E. _____
3. State Require. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

GRADE 11

First Semester	Second Semester
1. English _____	1. English _____
2. U.S. History _____	2. U.S. History _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

GRADE 12

First Semester	Second Semester
1. Amer. Gov't. _____	1. Economics _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

Career Goal: _____

_____
Parent's Signature

Sample Individual Career Plan

WOODLAND HIGH SCHOOL

General Preparatory/Educational Career Plan

Related Studies/Career Preparation List

A. Any combination of courses which are related to a specific plan to prepare students for this world of work or further training at the Community College or Trade School.

B. All classes in these departments can help to prepare you for job entry level skills.

1. Business
2. Agriculture
3. Industrial Arts
4. Home Economics
5. Art and Design

C. Work Experience Program

D. R.O.P. – Regional Occupational Program

Sample Individual Career Plan

WOODLAND HIGH SCHOOL

College Preparatory/Educational Career Plan

English		
Sophmore Lit/Comp		
Junior Lit/Comp		
English Elective		
U.S. History A-B		
American Gov't/Econ		
1st Year P.E.		
2nd Year P.E.		
Algebra 1 (or higher level)		
Geometry		
Algebra 2		
1 Year Physical Science		
1 Year Life Science		
1st Year Foreign Language		
2nd Year Foreign Language		
State Requirements		

* UNIVERSITY OF CALIFORNIA COLLEGE PREPARATORY ELECTIVES

World History A	
World History B	

* UNIVERSITY OF CALIFORNIA COLLEGE PREPARATORY ELECTIVES

World History A	
World History B	
Visual and Performing Arts	

* Plus an additional 45 Elective Credits which should focus on courses which support your career interest/goals.

GRADE 9

First Semester	Second Semester
1. English	1. English
2. P.E.	2. P.E.
3. World History	3. World History
4. Math	4. Math
5.	5.
6.	6.

GRADE 10

First Semester	Second Semester
1. English	1. English
2. State Req.	2.
3. Math	3. Math
4. Science	4. Science
5. For. Lang.	5. For. Lang.
6.	6.

GRADE 11

First Semester	Second Semester
1. English	1. English
2. U.S. History	2. U.S. History
3. Math	3. Math
4. Science	4. Science
5. For. Lang.	5. For. Lang.
6.	6.

GRADE 12

First Semester	Second Semester
1. English	1. English
2. Amer. Gov't.	2. Economics
3.	3.
4.	4.
5.	5.
6.	6.

Sample Individual Career Plan

WOODLAND HIGH SCHOOL

College Preparatory/Educational Career Plan

---

* University of California Preparatory Electives
  Forty additional credits from at least two of the following subject areas: History, English, Adv. Math, Lab Science, Foreign Language, Social Studies, and Fine Arts. See "College Prepatory Electives" list for approved courses.

* California State University Preparatory Electives
  Thirty credits from English, Adv. Math, Social Studies, Lab Science, Agriculture, Foreign Language, and Visual and Performing Arts.

Name: _____ Career Goal: _____

_____
Parent's Signature

The University of California and the California State University System have different requirements for College Preparatory Electives and Visual and Performing Arts.

Sample Individual Career Plan

WOODLAND HIGH SCHOOL

College Preparatory/Educational Career Plan

I. University/College Preparatory Elective List

English:

English 9 – Adv Comunications
Sophmore LIt/Comp
Junior Lit/Comp
American Literature A & B
Fantasy Literature
Protest Literature
Shakespeare
Grammar/Pre-Composition
Composition
Rhetoric
Speech
Journalism 1

Fine Arts:

Art:
- Art 1, 2, 3
- 3D/Design 1, 2, 3
- Color & Design (Pending)

Performing Arts:
- Concert Choir
- Bach-N-Rock (Pending)
- Marching Band
- Symphonic Band
- Advanced Drama (Pending)

Foreign Language:
3rd and 4th Years
Adv. Spanish 1 (Pending)

Science:

Biology 9
College Biology
Organic Chemistry
Chem Study
Physics
Physiology

Social Studies:

World History
Anthropology
Psychology
Sociology
Economics

Mathematics:

Advanced Applications of Algebra (Pending)
Trig/Elementary Functions

II. AP and HONORS Courses Recognized by the University of California and California State University:

The following courses are designated AP or H on your transcript. The University of California and California State University award an extra point for these classes when computing G.P.A.

Honors English
Honors Chemistry
AP Calculus
Advance Problems in Drawing
Advance Problems in Studio Art

These are enrichment classes designed to challenge highly motivated students.

Duncan Polytechnical High School Application
1990-91

PLEASE PRINT

Name _____
Last First M.I.

Address _____
Number Street Apt.

_____
City State Zip

M or F Birthdate _____

Current School _____

Pre-Reg School _____

Parent Name _____
Last First

Home Phone _____

Work Phone _____

Acceptance procedure for first time applicants:

The applicant will be screened using the following criteria:

1. your school attendance
2. your discipline record
3. your achievement

Notices of acceptance will be mailed in May

Select the DEPARTMENT in which you wish to enroll and circle your choice below:

AGRICULTURE BUSINESS HEALTH SCIENCE

PUBLIC SERVICE TRADE AND INDUSTRY

In addition to Fresno Unified School District Dress Code Policy, Duncan Polytechnical High School will require a hair style for males which must be above the collar of a standard dress shirt. All students must maintain personal grooming standards which are appropriate for work.

For Office Use Only

Attendance _____ ID# _____

CAT Scores ACP or REJ

Reading _____ DPS _____
Language _____ Letter _____
Math _____ Enrolled _____

STARTING TIME: 7:40 or 8:40
(Circle One)

Course Selections

1. English I
2. World Culture Studies
3. Sociology for Living
4. _____
(your math choice)
5. _____
(your department choice)
6. _____
(your elective choice)

_____
(your other elective choice)

Students two or more years below grade level in reading MUST take Reading Improvement as an elective.

☞ _____
PARENT SIGNATURE

4. MATH CHOICES

General Math	Geometry
Math A	Algebra II
Algebra I	

5. DEPARTMENT CHOICES

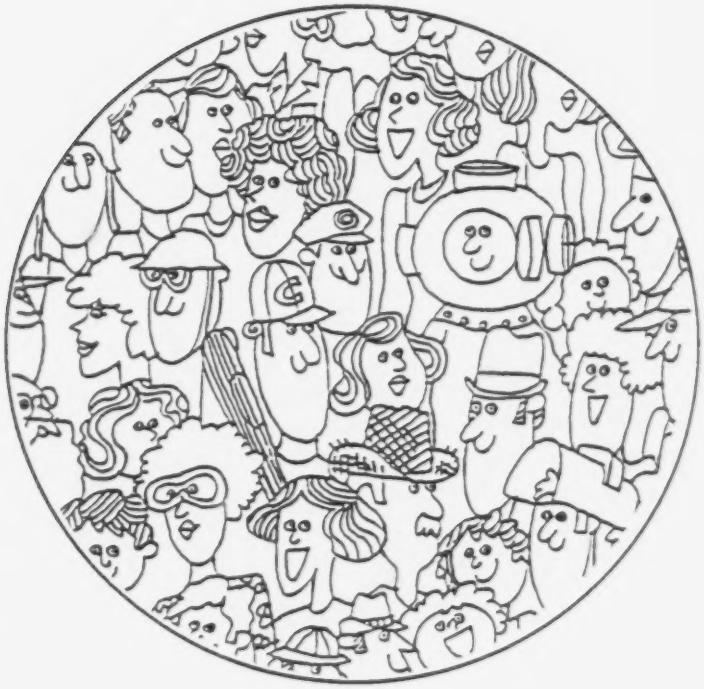
If your department is:	You may choose:
Agriculture	Intro to Ag or Ag Mech I
Business	Basic Type/Keyboarding
Health Science	Intro to Health Careers
Public Service	Basic Type/Keyboarding or Aerospace Science
Trade and Industry	Power Mechanics or Technical Crafts or Drafting I Tech or Ag Mechanics I

6. ELECTIVE CHOICES

Physical Education (PE)
Reading Improvement
Aerospace Science
Spanish I-II-III
Chinese I
Basic Type/Keyboarding
Computer Applications
Intro to Health Careers
Human Development/Children and You
Technical Crafts
Basic Electronics
Drafting I Technical
Creative Wood Design
Intro to Agriculture
Ag Mechanics I
Yearbook

ICAP

INDIVIDUAL CAREER/ACADEMIC PLAN



CALIFORNIA DEPARTMENT OF EDUCATION

GRADE 9

FALL			SPRING		
Course	Grade	Credit	Course	Grade	Credit

Summer School:

ACTIVITY CHECKLIST

List below your participation in the following: school clubs/activities; sports/intramural activities; academic awards/competition; outside/volunteer activities; leisure/hobbies

ACADEMIC CHECKLIST

My best or favorite classes are _____

_____

because _____

_____

My achievement tests show _____

_____

To do better next year I plan to _____

_____

My interest survey shows _____

_____

CAREER CHECKLIST

Four career areas I'm exploring are:

_____

_____

_____

_____

The career I'm most interested in learning more about is _____

I know what training is required. ❑

I know what school courses relate to this career area. ❑

PERSONAL CHECKLIST

I have a Social Security Card ❑

number _____ _____ _____

Four things I value are:

_____ _____

_____ _____

Four words that best describe me are:

_____ _____

_____ _____

My four year plan was reviewed:

Date: _____ Counselor: _____

Parent Review: _____
(Signature)

GRADE 10

FALL			SPRING		
Course	Grade	Credit	Course	Grade	Credit

Summer School:

ACTIVITY CHECKLIST

List below your participation in the following: school clubs/activities; sports/intramural activities; academic awards/competition; outside/volunteer activities; leisure/hobbies

ACADEMIC CHECKLIST

My best or favorite classes are _____

because _____

My achievement tests show _____

To do better next year I plan to _____

My interest survey shows _____

CAREER CHECKLIST

ROP/Vocational Classes I want to take:

_____

_____

_____

_____

Two occupations I am considering are:

_____ _____

My courses fit these choices. ❑

I know how to complete a job application. ❑

PERSONAL CHECKLIST

Four things I value are:

_____ _____

_____ _____

Four words that best describe me are:

_____ _____

_____ _____

My grade 10 plan was reviewed:

Date: _____ Counselor: _____

Parent Review: _____
(Signature)

GRADE 11

FALL			SPRING		
Course	Grade	Credit	Course	Grade	Credit

Summer School:

_____ ___ ___ _____ ___ ___

ACTIVITY CHECKLIST

List below your participation in the following: school clubs/activities; sports/intramural activities; academic awards/competition; outside/volunteer activities; leisure/hobbies

ACADEMIC CHECKLIST

My best or favorite classes are _____

_____

because _____

_____

My achievement tests show _____

_____

To do better next year I plan to _____

_____

My interest survey shows _____

_____

JUNIOR CHECKLIST

I have taken the PSAT, ❑

or the _____ ❑

My score was _____

I have visited a college campus ❑

I have reviewed my course choices and credit status for grade 12

At this point, I need _____ credits to graduate

(List) _____

_____

I know my GPA ❑ (List) _____

After graduation I'm planning to:

- Continue job training ❑
- Attend trade/technical school ❑
- Enroll in a community college ❑
- Enroll in a four-year college/university ❑
- Enter the military ❑
- Work ❑
- Other ❑

_____

CAREER CHECKLIST

Two occupations I'm serious about are:

_____ _____

I have participated in these career awareness activities:

- Research on Careers ❑
- Speakers/Career Day ❑
- Mentoring/Job Shadowing ❑
- Other _____ ❑

GRADE 11

I like to work with:	A lot	Somewhat	A little
People	_____	_____	_____
Data	_____	_____	_____
Things	_____	_____	_____

I have prepared my resume/personal essay ❑

I have experienced a personal interview ❑

I have applied for a job ❑

PERSONAL CHECKLIST

Four things I value are:

_____ _____

_____ _____

Special skills I have are:

_____ _____

_____ _____

Four words that best describe me are:

_____ _____ _____ _____

My grade 11 plan was reviewed:

Date: _____ Counselor: _____ Parent Review: _____
(Signature)

GRADE 12

FALL			SPRING		
Course	Grade/Credit		Course	Grade/Credit	

Summer School:

ACTIVITY CHECKLIST

List below your participation in the following: school clubs/activities; sports/intramural activities; academic awards/competition; outside/volunteer activities; leisure/hobbies

CAREER CHECKLIST

I have researched my chosen careers ❑

I know my Achievement Test scores ❑

I have completed ROP Training ❑

(List) _____

_____

I have updated my resume/personal essay ❑

SENIOR CHECKLIST

I have taken the SAT or the ACT ❑

Scores: SAT _____
ACT _____ ❑

I have taken an aptitude test ❑

My strengths are _____

My GPA is _____

I have visited a college campus ❑

I have talked with a college representative ❑

I have planned my summer ❑

I have completed the Senior Credit Check ❑

I have copies of at least two reference letters from:

_____

_____

I have applied for a job ❑

_____

PERSONAL CHECKLIST

Four things I value are:

_____ _____

_____ _____

Special skills I have are:

_____ _____

_____ _____

Four words that best describe me are:

_____ _____ _____ _____

My grade 12 plan was reviewed:

Date: _____ Counselor: _____ Parent Review: _____
(Signature)

POST HIGH SCHOOL PLANS

My plan is:

FULL TIME WORK ❑ TRADE/TECHNICAL SCHOOL ❑

Where: _____ Name: _____

MILITARY ❑ APPRENTICESHIP ❑

Branch: _____ Skill: _____

REGIONAL OCCUPATIONAL PROGRAM ❑ JOB TRAINING ❑

Title: _____ Where: _____

COMMUNITY COLLEGE ❑ Phone: _____

Location: _____ Contact Person: _____

STATE COLLEGE/UNIVERSITY ❑ Phone: _____

Location: _____ Contact Person: _____

Address: _____

UNIVERSITY OF CALIFORNIA ❑ Phone: _____

Location: _____ Contact Person: _____

Address: _____

OTHER COLLEGE: (Name) _____

Location: _____ Contact Person: _____ _____

Address: _____

Phone: _____

SCHOLARSHIPS/FINANCIAL AID

I have applied for:

Cal Grant (A-B-C) ❑ Date: _____

PELL Grant ❑ Date: _____

Military Incentive ❑ Date: _____

Specific Scholarships:

_____ ❑ Date: _____

_____ ❑ Date: _____

SPECIFIC SCHOLARSHIPS:

_____ ❑ Date: _____

_____ ❑ Date: _____

Federal law may require Selective Service registration for some financial aid.

On _____ I graduated from _____
(date) (school)

_____
(address)

Jobs I have held (paid or unpaid):	Dates From	To	Employer
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

GRADUATION REQUIREMENTS:

English	❑	❑	❑	❑	❑	❑	❑
Social Studies	❑	❑	❑	❑	❑		
Mathematics	❑	❑	❑	❑	❑		
Science	❑	❑	❑	❑			
Foreign Language/F-P Arts	❑	❑	❑				
Physical Education	❑	❑	❑	❑			

Total Credits: _____

My Name _____ Birth Date _____

My Address _____

This is my ICAP (Individual Career/Academic) folder. I will use it to record what I do to help me prepare for my future. I will update it regularly with the help of the school staff and parents. I will take this folder with me when I graduate.

Schools I Have Attended:	Dates:
_____	_____
_____	_____
_____	_____
_____	_____

LOCAL GRADUATION REQUIREMENTS:

INDIVIDUALIZED TRANSITION PLANS

Mission Trails Regional Occupational Program

INDIVIDUALIZED TRANSITION PLAN (ITP)

Name: _____ Present Education Program: _____

Projected Services Required for Transition: _____ None: _____ Time Limited: _____

Statement of Need for Projected Services:

Summary of planned services needed for transition:

Agency/Services	Projected Date	Completed Date	Agency/Person Responsible for Follow Through

Transition Issue:

Goal: _____

Intermediate Objective(s) Toward Stated Goal:	Person/Agency Responsible	Initiation	Completion	Ongoing

Outcome: _____

Transition Issue:

Goal: _____

Projected Dates

Intermediate Objective(s) Toward Stated Goal:	Person/Agency Responsible	Initiation	Completion	Ongoing

Outcome: _____

INDIVIDUALIZED TRANSITION PLAN (ITP)

Year	Long Range Goals	Activities and Needed Resources	Responsible Person	Completion Date

Stockton Unified School District

INDIVIDUALIZED TRANSITION PLAN (ITP)

Name: _____ Age: _____ DOB: _____ Today's Date: _____

School/Program: _____ Graduation/Transition Date: _____

ACTION FOR TRANSITION	Start Date	RESPONSIBLE PERSON	Completion	
		Signature/Agency-Title	Date	*

Signatures:

Parent/Guardian	Student	Special Ed. Teacher
Adiministrator	Other	Other

* Initials of Responsible Person

Stockton Unified School District

TRANSITION CHECKLIST

The ITP team should:

1. Review appropriate records.

2. Select the Transition Planning Areas to be discussed at the ITP meeting.

3. Develop goals, record actions, list those responsible for actions and write time lines for the mutually agreed upon items listed below.

TRANSITION PLANNING AREAS

FINANCIAL/INCOME

Earned income
Unearned income (gifts/dividends)
Insurance (life, annuities)
General Public Assistance (H & W)
Food Stamps
Supplemental Security Income (SSI)
Social Security Benefits
Trust/Will or Similar Income
Benefits
Taxes
Money Management
Medical Issues
Other Support

LIVING ARRANGEMENTS

With Family
Adult Foster Care
Board & Care Group Home
Semi-Independent (supervised) living
Share Living (roommate)
Independent Living (own house/apartment)
Other

VOCATIONAL TRAINING/PLACEMENT AND POST SECONDARY EDUCATION

Summer Youth Employment and Training Program (SYETP)
On The Job Training (OJT)
Job Training Partnership Act (JTPA)
Community Colleges/Universities
Vocational Technical Centers
Community Based Education & Training
Competitive Employment
Supported Work Models
Volunteer Work
Rehabilitation Facilities
Job Coaching
School Employment Training
Job Placement

PERSONAL MANAGEMENT

Independent Living Skills Training
Domestic Activities
Household Management
Money Management
Social Skills
Hygiene Skills
Personal Counseling/Therapy: Behavioral Occupational, Physical, Speech/Language/ Hearing, Vision, Drug/Alcohol Abuse, Family Planning/Sex Education
Personal Care Services
Safety
Parenting Skills

TRANSITION PLANNING AREAS

LEISURE/RECREATION

Specialized Recreation/Social Activities
(Special Olympics, People First)
Sports or Social Clubs (YMCA, Scouts,
health clubs)
Community Center Programs
Community Colleges (craft classes, art, music)
Parks and Recreation Programs
Hobbies
Clubs
Independent Activities (e.g., bowling, tennis, etc.)
Church Groups
Neighborhood activities
Home activities
Summer Camp

MEDICAL SERVICES/RESOURCES

Medical Care: Intermittent Care, Daily (long term)
Care
Medical Services: General Medical Services
(check-ups, etc.), Medication Supervision,
Dental Care
Medical/Accident Insurance
Financial Resources
Group Policy Available, Individual Policy,
Medicaid, Other

TRANSPORTATION

Independent
(own car, bicycle, etc.)
Public Transportation
(bus, taxi, train, bus pass)
Specialized Transportation
(wheelchair van)
Specialized Equipment
(electric wheelchair)
Transportation
Money Management

ADVOCACY/LEGAL SERVICES

Guardianship/Conservatorship
Will/Trusts, Other

PERSONAL/FAMILY RELATIONSHIPS

Counseling: Genetic, Family, Individual,
Marriage, Crisis
Health Aide/Home Attendant
Support Group
Respite Care
Tax Deduction for Developmentally
Disabled Individuals Who Reside at Home
Visiting Arrangements
Co-Workers
Friends
Advocates
Counselors
Churches
Others

EMPLOYABILITY DEVELOPMENT PLANS

BEST COPY AVAILABLE

SACRAMENTO EMPLOYMENT AND TRAINING AGENCY
EMPLOYMENT DEVELOPMENT PLAN

SECTION 1: PERSONAL DATA

Name: _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number: _____ Messsage Phone: _____

Social Security #: _____ - _____ - _____ Age: _____ Birthdate: _____

Driver's License: _____

The EDP documents each participant's progress through training. It is filled in upon assessment of each participant and updated during training and upon completion of training.

1. Have you ever worked? . . . . . ❑ Yes ❑ No
2. Do you go to school? . . . . . ❑ Yes ❑ No
   What school do you attend? _____
3. Are you out of school? . . . . . ❑ Yes ❑ No
   What was the school you attened? _____
4. What hours are you available for training? _____

SECTION 2: EDUCATIONAL HISTORY *(Youth and Adult)*

1. Highest level of education completed: _____
2. Diploma/degree achieved:

   _____

   _____

3. Achievement Tests Taken *(over the last two years)*:

TEST	RESULT

4. Additional education courses taken?

   _____

   _____

5. Honors and awards:

   _____

6. Participation in extra curricular school activities or community service:

   _____

7. Hobbies:

   _____

SECTION 3: VOCATIONAL HISTORY *(Youth and Adult)*

1. Vocational/aptitude tests taken *(over the last 2 years)*:

TEST	RESULT

2. Prior vocational training completed *(last 2 years)*:

TEST	RESULT

3. Prior work experience *(last 4 years)*:

EMPLOYER	ADDRESS	DATES	SALARY	REASON/LEAVING

4. Degrees, licenses, and certificates:

_____

5. Vocational awards/honors:

_____

6. Participation in co-curricular or vocational related community service:

_____

SECTION 4: POTENTIAL BARRIERS TO EMPLOYMENT *(Youth and Adult)*

1. Participant's occupational goal:
   Short Term: _____
   Long Term: _____

2. Participant's educational goal:
   Short Term: _____
   Long Term: _____

3. Potential Barriers:

	Voc./ Train.	Job	Goal
a. Lacks appropriate clothing	❑	❑	❑
b. Language deficiency	❑	❑	❑
c. Lacks basic education	❑	❑	❑
d. Lacks high school diploma	❑	❑	❑
e. Lacks vocational skills	❑	❑	❑
f. Lacks motivation	❑	❑	❑

3. Potential Barriers *(continued)*:

		Voc./ Train.	Job	Goal
g.	Lacks work experience	❑	❑	❑
h.	Lacks job search skills	❑	❑	❑
i.	Chronically relocates	❑	❑	❑
j.	Low self esteem	❑	❑	❑
k.	Homeless	❑	❑	❑
l.	Family problems	❑	❑	❑
m.	Substance abuse	❑	❑	❑
n.	Ex-offender or parolee	❑	❑	❑
o.	Physical or mental disability	❑	❑	❑
p.	Legal problems	❑	❑	❑
q.	Family/Child care	❑	❑	❑
r.	Transportation Problems	❑	❑	❑
s.	Medical/Health Problems	❑	❑	❑
t.	Other: _____	❑	❑	❑

SECTION 5: ASSESSMENTS ADMINISTERED BY PROGRAM *(Youth and Adult)*

TESTS	Name	Date Admin.	Results
1. Appraisal test:			
2. Diagnostic test:			
3. Aptitude/Interest:			

SECTION 6: PROGRAM ELIGIBILITY REQUIREMENTS *(Basic Skills)*

1. Basic Skills Program Criteria *(Basic Skills Competency Students)*:

   a. In school youth
      1. Has not passed district wide competency test, or . . . . ❑ Yes ❑ No
      2. Score on standardized test below 8th grade . . . . . ❑ Yes ❑ No

         and

      3. Exhibits 2 or more high risk indicators:
         - Chronically absent . . . . . ❑ Yes ❑ No
         - Official and chronic behavior . . . . . ❑ Yes ❑ No
         - No participation in extra-curricular activities . . . . ❑ Yes ❑ No
         - Frequent change of schools . . . . . ❑ Yes ❑ No
         - Parenting teen . . . . . ❑ Yes ❑ No
         - Substance abuse . . . . . ❑ Yes ❑ No
         - Offender . . . . . ❑ Yes ❑ No
         - Physical handicap . . . . . ❑ Yes ❑ No
         - Foster care . . . . . ❑ Yes ❑ No

         High risk indicators documented by . . ❑ Student ❑ Parent ❑ School Official

   b. Out of school youth/adults
      1. Score on CASAS less than 225 . . . . . ❑ Yes ❑ No
      2. Score on standardized test less than 8th grade . . . . . ❑ Yes ❑ No

SECTION 7: COMPETENCIES *(Youth Employment Competency Students)*

	Date Pre-Test	Results	Date Post-Test	Results
1. Pre-employment/Work Maturity				
a. Making Career Decisions				
b. Using Labor Market Info				
c. Preparing Resumes				
d. Filling Out Applications				
e. Interviewing				
f. Being Consistently Punctual				
g. Maintaining Regular Attendance				
h. Demonstrating Positive Attitudes/Behavior				
i. Presenting Appropriate Appearance				
j. Exhibiting Good Interpersonal Relations				
k. Completes Tasks Effectively				
2. Basic Skills				
a. Basic English				
b. Basic Math				
3. Job Specific Skills:				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				

SECTION 8: SERVICE PLAN *(Youth and Adults)*

1. Service Needs *(Check all that apply)*:	Referral Date/Place	JTPA Training Provided	Need Identified No Action
Counseling Services			
1. Vocational/Career Counseling	_____		
2. Personal Counseling	_____		

1. Service Needs *(Continued)*:

	Referral Date/Place	JTPA Training Provided	Need Identified No Action
Training:			
3. Vocational Classroom Training . .			
4. Public Sector Training			
5. Private Sector Training			
6. GED Preparation			
7. English as a Second Language . . .			
8. Remedial Ed/Basic Skills			
9. Pre-employment /Job Search . . .			
10. Job Coach			
11. _____			
Testing:			
12. Psychological			
13. Vocational			
14. GED/Equivalent			
Support Services:			
15. Child/Family Care			
16. Transportation			
17. Uniform/Clothing			
18. Tools			
19. Emergency Food/Shelter			
20. Health Care			
21. Legal Assistance			
22. Needs Based Payment			
23. Assistive Devices/Services . . . *(interpreter/mobility training, etc.)*			

2. Service Plan Assignments:

Ser. # From #1	Training Activity/Site	Contact Per/Phone	Date In	Date Out	Results

SECTION 9: PROJECTED OUTCOMES *(Youth and Adults)*

1. Attains Competencies ❑ Yes ❑ No

_____

_____

2. Enters unsubsidized employment ❑ Yes ❑ No
3. Returns to school *(Youth)* ❑ Yes ❑ No
4. Completes major level of education *(Youth)* ❑ Yes ❑ No
5. Transfer to other programs ❑ Yes ❑ No
6. Enters Military *(Youth)* ❑ Yes ❑ No
7. Other Termination: _____

_____ _____

Participant Signature (upon request) Date

_____ _____

Counselor Signature Date

_____ _____

Participant Signature (upon request) Date

If participant is not available for signature, state reason below.

_____

_____

SECTION 10: COUNSELOR NOTES *(Youth and Adults)*

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Termination Status: _____ Date: _____

Placement Information:

Name of Employer: _____

Address: _____

Wage: $_____ Phone#: _____

Job Title: _____

Follow-up Completed ❑ 30 day ❑ 60 day ❑ 90 day ❑ 120 day

Sample Employability Development Plan

COUNTY OF LOS ANGELES

DEPARTMENT OF PUBLIC SOCIAL SERVICES

GAIN VOCATIONAL ASSESSMENT RESULTS AND EMPLOYMENT PLAN

SECTION A - PARTICIPANT INFORMATION

Participant Name:		Case No.:
Primary Language:	Sex: ❑ Male ❑ Female	Social Security Number:
Address:	Telephone Number:	Date of Birth:

SECTION B - PRIMARY EMPLOYMENT GOAL

Occupation: _____ DOT Code: _____ OES Code: _____

Labor Market Conditions:
Demand Occupation ❑ Yes ❑ No
Growth Occupation ❑ Yes ❑ No

If both No boxes are checked, explain:

_____

Average Wage Range: Entry $ _____ hr/wk/mo Journey Level: $ _____ hr/wk/mo

Minimum Requirements: _____

Working Conditions: _____

Normal Work Hours: _____

Physical Class: _____

Estimated Time for Achievement of Goal: _____ total weeks/months

Factors Supporting the Selection of Goal:

- ❑ Vocational interest/preference
- ❑ Sufficient aptitudes
- ❑ Work history/prior training
- ❑ Temperament
- ❑ Motivation
- ❑ Educational competencies/educational history
- ❑ Work values
- ❑ Availability of jobs

Comments: _____

_____

_____

Rationale for Goal Selection: _____

_____

_____

_____

SECTION C - TRAINING/EDUCATION/JOB AND SUPPORT NEEDED: PRIMARY GOAL

The activities checked below are needed by participant to achieve goal (check appropriate box in each column).

Training and/or Education Services	Prerequisite	Principal	Concurrent	Projected Duration
• Vocational Training	❑	❑	❑	_____
• Vocational Education	❑	❑	❑	_____
• Vocational English-as-a-Second Language (VESL) (i.e. in conjunction with job training	❑	❑	❑	_____
• On-The-Job Training	❑	❑	❑	_____
• Preemployment Preparation (specify): short-term basic PREP ❑ short-term advanced PREP ❑				
• Adult Basic Education (specify and indicate required competency level)	❑	❑	❑	_____

❑ Reading grade level required _____ ❑ Math grade level required _____ ❑ Writing grade level required _____ ❑ HS Diploma/GED (only if required by occupation) _____

Comments (specify remediation required): _____

_____

_____

Job Services	Prerequisite	Principal	Concurrent	Projected Duration
• Job Club	❑	❑	❑	_____
• Unsupervised Job Search	❑	❑	❑	_____
• Supervised Job Search	❑	❑	❑	_____

Comments: _____

_____

Supportive Services:

❑ Child Care ❑ Transportation ❑ Ancillary Expenses ❑ Personal Counseling

SECTION D - SECONDARY EMPLOYMENT GOAL

Occupation: _____ DOT Code: _____ OES Code: _____

Labor Market Conditions: Demand Occupation ❑ Yes ❑ No
Growth Occupation ❑ Yes ❑ No

If both No boxes are checked, explain:

_____

Average Wage Range: Entry $ _____ hr/wk/mo Journey Level: $ _____ hr/wk/mo

Minimum Requirements: _____

Working Conditions: _____

Normal Work Hours: _____

Physical Class: _____

Estimated Time for Achievement of Goal: _____ total weeks/months

Factors Supporting the Selection of Goal:

- ❑ Vocational interest/preference
- ❑ Sufficient aptitudes
- ❑ Work history/prior training
- ❑ Temperament
- ❑ Motivation
- ❑ Educational competencies/educational history
- ❑ Work values
- ❑ Availability of jobs

Comments: _____

_____

_____

_____

Rationale for Goal Selection: _____ _____

_____

_____

_____

_____

_____

_____

SECTION E - TRAINING/EDUCATION/JOB AND SUPPORT SERVICES NEEDED: SECONDARY GOAL

The activities checked below are needed by participant to achieve goal (check appropriate box in each column).

Training and/or Education Services	Prerequisite	Principal	Concurrent	Projected Duration
• Vocational Training	❑	❑	❑	_____
• Vocational Education	❑	❑	❑	_____
• Vocational English-as-a-Second Language (VESL) (i.e. in conjunction with job training	❑	❑	❑	_____
• On-The-Job Training	❑	❑	❑	_____
• Preemployment Preparation (specify): short-term basic PREP ❑ short-term advanced PREP ❑				
• Adult Basic Education (specify and indicate required competency level)	❑	❑	❑	_____

❑ Reading grade level required _____ ❑ Math grade level required _____ ❑ Writing grade level required _____ ❑ HS Diploma/GED (only if required by occupation) _____

Comments (specify remediation required): _____

_____

_____

Job Services	Prerequisite	Principal	Concurrent	Projected Duration
• Job Club	❑	❑	❑	_____
• Unsupervised Job Search	❑	❑	❑	_____
• Supervised Job Search	❑	❑	❑	_____

Comments: _____

_____

Supportive Services:

❑ Child Care ❑ Transportation ❑ Ancillary Expenses ❑ Personal Counseling

SECTION F - ASSESSMENT INTERVIEW INFORMATION

Participant Background Information (Including health, marital status, children):

_____

_____

Education:

Highest Grade Completed: _____

Demonstrated Competencies:

Grade Level:	Education Competency	Primary Goal:	Secondary Goal:
Reading Grade Level: _____	Meets or exceeds requirements	❑ Yes ❑ No	❑ Yes ❑ No
Math Grade Level: _____	Meets or exceeds requirements	❑ Yes ❑ No	❑ Yes ❑ No

Comments:

_____

_____

Work History (jobs held for six months or more during the last five years):

Employer	Job Title	From	To
Employer	Job Title	From	To
Employer	Job Title	From	To
Employer	Job Title	From	To

Employability Skills:

Interests (stated or demonstrated):

_____

_____

Personal-Social Skills/Motivation:

_____

_____

Aptitudes/Abilities:

_____

_____

Transferable Skills (including interests/hobbies):

_____

_____

Licenses, Certificates, Specialized/Technical Training, etc.:

_____

_____

SECTION G - BARRIERS TO ACHIEVING EMPLOYMENT GOAL

Personal Needs:

- ❑ Health problems
- ❑ Personal or family problems
- ❑ Other (specify) _____

_____

Personal-Social Characteristics:

- ❑ Low self-confidence
- ❑ Difficulty with authority figures
- ❑ Low frustration tolerance

Educational and/or Vocational Aptitude:

- ❑ Inadequate reading, math, or language skills to meet requirements of job(s) related to employment goal

Other Possible Barriers:

_____

_____

_____

SECTION H - SUMMARY OF ASSESSMENT RESULTS

Interviews/Counseling:

_____

_____

_____

Career/Vocational Interest Inventories:

_____

_____

Vocational Aptitude Testing:

_____

_____

Educational Achievement Testing:

_____

_____

Comments: _____

_____

_____

SECTION I - TO BE COMPLETED BY PARTICIPANT

I agree with this employment plan and understand that it was developed based on vocational assessment results.

Participant Signature:		Date:
Vocational Assessor Signature:	Telephone Number:	Date:

CALIFORNIA EDUCATION SUMMIT

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California Education Summit
Meeting the Challenge: The Schools Respond
Final Report, California Department of Education
Reprint of Executive Summary

At the national education summit in September 1989, the President and the nation's governors issued a series of challenges to the educational community. To respond to these challenges, some 300 individuals representing the major groups driving California education reform-- teachers, principals, superintendents, parents, students, school board members, legislators, business leaders, and community members-- met in Sacramento, California on December 12-13 1989.

During the 1980's we all worked hard to improve student performance, and our efforts are paying off. By any set of standards, we have made substantial progress in our schools. However, California educators are also acutely aware that we still have a long way to go to prepare our rapidly growing and diverse student body for the increasingly demanding job market and to instill in them strong democratic and ethical values.

The *California Education Summit: Meeting the Challenge, the Schools Respond* was called for two principal reasons:

- To begin the process of developing a consensus-- a game plan for the 1990's-- on the next steps we should take in California to upgrade the schools; and

- To reflect on our experience and identify those elements which would increase the chances of success in any forthcoming national efforts.

We started the education summit with fundamental agreement on our goals as a state and a nation. These goals, once controversial and widely debated, are now generally accepted as the foundation of our reform efforts. We began with the premise that more of our students must be educated to higher levels than ever before. For example, at least 25% of those students who initially enter high school should earn a bachelor's degree; another 25% should an associate degree from a community college; and at least 40% should make a successful transition from school to work, thus reducing the dropout rate to a maximum of 10%.

There was also overall agreement that to reach these goals, more of our students must read, write, compute, communicate, and think at higher levels; and that to reach these higher levels we need to teach a thinking curriculum so that students become active learners, develop real understanding of fundamental concepts and ideas, and apply knowledge creatively. These principles are currently reflected in the California frameworks.

What we addressed at the summit was how best to reach these lofty ideals-- what we should keep, what we should build on, and what we should change in assessment and accountability, staff development, team building and reorganization at the school site and district levels, teacher preparation, and strategies to help children and adults at risk.

What implementation strategies should we pursue to further our improvement efforts? The seven groups at the summit were charged with answering that question. Each summit participant was assigned to one of these groups and the subjects addressed reflected those highlighted at the national education summit. The key strategies that emerged from the group discussions included the following:

Increasing Accountability and Improving Assessment

Develop a more comprehensive accountability system, including more substantive information about those students not going on to postsecondary education.

Develop more comprehensive incentive systems to recognize top performance and significant growth, as well as to identify chronic low performance.

Improve staff development for local school fiscal officers, concentrating on development of fiscal policy teams and involving information technology.

Improve local financial management decision-making by expanding the use of information technology, reducing the paperwork burden, and sharing data concerning resource allocation choices.

Eliminate multiple choice tests in favor of performance-based assessment, a type of assessment in which students are called upon to write, make oral presentations, and solve real-world problems.

Develop and use powerful end-of-course examinations, like the Golden State Exam, which drive important improvements in school curricula.

Enhancing the Curriculum

Improve assessment and develop performance standards to get a clear picture of what students know and can do and to set targets for student performance.

Enhance professional development, extending the contracted school year by at least 15 days so that teachers have the time and structure in which to think, plan, and collaborate with their colleagues.

Develop better instructional materials to reflect the best thinking in each discipline.

Restructure the teaching profession, broadening the teacher's role to include peer coaching and mentoring, as well as developing and utilizing teacher-leaders to help implement reforms.

Improving High School Transitions

Provide all students a rigorous, sophisticated core curriculum to obtain necessary skills, knowledge, and values to maximize their options after graduation.

Increase the number of students who enroll in, and earn a bachelor's degree from four-year colleges and universities to 25% of those students who initially enter high school.

Increase the number of students who enroll in, and receive an associate degree from, a community college to at least 25% of the students who initially enter high school.

Increase the number of students who transition to work with skills that enable success to 40% of the students who enter high school.

Reduce the number of entering high school students who drop out from the current 22% to under 10%.

Improving Adult Literacy

Decrease adult illiteracy by 5% per year for each of the next 10 years, so that the illiterate adult population can compete in the workplace, understand and function in our democracy, and enrich the quality of their lives.

Forge a bold partnership among key providers and those who need literacy skills to meet future challenges, coordinating regionally all public and private sector resources to meet priority needs.

Provide adequate resources to reduce adult illiteracy, removing current funding restrictions and encouraging the infusion of private sector resources.

Organizing more effective services for children, youth, and families at-risk.

Prevent students from becoming at-risk through prenatal care, parenting education, early intervention for infants at-risk, preschool programs, and before- and after-school child care.

Involve parents and provide support for the home to help break the cycle of poverty and dependency.

Enhance community collaboration and delivery of comprehensive services, focusing on schools as the hub of services and using mandates, rewards, or penalties to motivate participation.

Coordinate educational programs, especially categorical programs, providing programmatic flexibility where schools and districts demonstrate high levels of student achievement.

Restructuring to Improve Student Performance

Focus restructuring efforts on students with districts and schools developing a clear vision of what it takes to improve student performance.

Engage in long-range strategic planning.

Involve teachers in restructuring, providing them time to focus their skills, knowledge, and expertise on the task of delivering a rich, thinking curriculum successfully to diverse students.

Increase service orientation, flexibility, and accountability, and relax rules and regulations that impede schools' efforts to organize to improve student performance.

Modify assessment practices, focusing on the new thinking, problem-solving curriculum.

Improving Teacher Preparation and Recruitment

Expand teacher recruitment to target minority individuals, encourage mid-career entrance into teaching, and provide incentives to keep outstanding teachers in the profession.

Improve teacher preparation by enhancing field experience prior to credentialing and upgrading the status of teacher preparation within higher education.

Improve teacher induction, retention, and assessment by creating an organized systematic, statewide process to support new teachers and assess their competencies.

Enhance professional development, expanding the teacher work year to allow for more staff development, providing teachers opportunities to expand their roles, and restructuring the salary schedule to recognize increases in responsibilities and competence.

Improve administrator credentialing and training to increase emphasis on curriculum and instructional leadership and providing ongoing professional development.

These and other recommendations are discussed in the following seven working group reports. The document also contains State Superintendent of Public Instruction Bill Honig's introductory material which helped set the summit's tone and structure. Finally, this document contains an alphabetical listing of summit participants.

Videotapes were made of Superintendent Honig's opening address to the summit participants and the groups' presentations and discussion of the final recommendations. *California Education Summit: Background Papers*, a volume to accompany this document, includes the initial background papers each working group received, in addition to the keynote address delivered by Dr. Diane Ravitch, Professor of History, Columbia University. Requests for copies of videotapes, this document, or the accompanying volume should be addressed to Department of Education, State of California, P.O. Box 944272, Sacramento, CA, 94244-2720, Attention: Superintendent's Office (Summit Materials).

While we have general agreement on the future direction of our educational reform efforts, further progress will depend on educators' creative abilities to adapt these general ideas to the specific realities at their schools and districts. We hope that the materials generated from the summit will spark local discussion and planning regarding the next steps we need to take in our reform movement. Working together we will be able to meet the challenges facing education in the 1990's and beyond.

GLOSSARY

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GLOSSARY

Academic education/skills: classical subject matter that composes the curriculum of the public secondary school such as reading, writing, mathematics and science; often referred to as the "core curriculum."

Applied performance tests: instruments designed to measure performance in actual or simulated settings; measure a student's performance on tasks significant to life outside the school or to adult life.

At-risk student: youth who are in danger of failing to complete their educational program with an adequate level of skills; risk factors include low achievement, grade retention, poor attendance, behavior problems, low socioeconomic status, and exceptional needs such as those enrolled in special education programs.

Authentic assessment: assessment measures that predict what learners will do or produce and how they will most likely perform in addition to what they *know*; includes opportunities to demonstrate skills such as writing samples, portfolios, interviews and work samples.

Basic skills: reading, writing, speaking in the English language, mathematics, and problem-solving; the capacity to use these skills in everyday life and in the workplace.

Basic workplace skills: learning to learn; reading, writing and computation; listening and oral communication; creative thinking/problem solving; self-esteem/goal setting; motivation/personal and career development; interpersonal/negotiation/teamwork; and organizational effectiveness/leadership.

Career and employability assessment: a comprehensive assessment process consisting of a variety of formal and informal procedures, to generate information that can be used for career guidance activities and educational program planning.

Competitive employment: work that is performed on a full-time basis or on a part-time basis, averaging at least twenty hours per week for each pay period, and for which the individual is compensated in accordance with the Fair Labor Standards Act.

Curriculum-based assessment: measures that actually describe the skills an individual can perform; identification of skill levels by numerical points along scales of difficulty; use of test items that are based on functional contexts.

Employability skills: skills needed for job readiness and success on the job such as self-esteem, positive attitudes towards work, safe work habits and job seeking skills.

Functional literacy: ability to apply skills that are important to adult success, such as communication, computation, problem-solving, and interpersonal relationships.

Literacy: attainment of a level of proficiency in basic skills that allows the individual to function in a family, as a citizen, and at the workplace; normally associated with the ability to function at a level greater than the eighth grade.

Non-competitive employment: alternative vocational rehabilitative program such as supported employment in which job coaches work with individuals who have severe disabilities; job coaches typically provide six to twelve months of extensive training in private-sector employment settings; individuals are paid minimum wage for all hours worked.

On-going support services: continuous or periodic job skill training services provided at least twice monthly at the work site throughout the term of employment to enable the individual to perform the work; includes other services such as transportation, personal care services, and counseling.

Pre-employment skills: competencies needed for employment that encompass career awareness, labor market knowledge, values clarification, career planning and decision making, job search techniques, survival and daily living skills; other than basic education and job specific skills.

Reasonable accommodation: reasonable modifications to known physical or mental limitations of an otherwise qualified applicant or employee with disabilities; may include making facilities readily accessible, job reconstructing, part-time or modified work schedules, modification of equipment or devices, and provision of readers or interpreters.

Related vocational instruction: basic reading, mathematics, and/or science skills that serve as the foundation and are taught to support a specific occupational training program.

Situational assessment: assessment technique that utilizes systematic observation in established or created/simulated environments; evaluation in a vocational training setting, job tryout, and on-the-job evaluation.

Transition: a purposeful, organized and outcome-oriented process designed to help every at-risk student move from school to employment and a quality adult life; outcomes include meaningful employment, a further education and participation in the community.

Vocational assessment: a process that determines an individual's strengths and limitations in realizing vocational outcomes and the use of this information for developing individual service plans; major tools used include interviewing,

psychometric testing, behavioral observations, work samples and situational assessment.

Vocational exploratory activities: participation in actual or job simulated activities that provide the learner with an overview of work characteristics, work requirements and employment opportunities for a job area.

Work maturity skills: employment competencies encompassing positive work habits, attitudes and behavior; includes effective interpersonal, coping, adaptability and problem solving skills.

Work sample: a work related activity used to assess vocational interests and aptitudes in a job area; utilizes tasks, materials and tools that are identical or similar to those in an actual job or cluster of jobs.

Workplace literacy: basic skills such as reading, writing, computation, communication and problem-solving that are needed to gain access to the job market and/or obtain advancement within business or industry.